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ABSTRACT

The Springfield Trajectory Occupational Program (STOP), designed to provide a 23-day residential occupational exploration program for 90 11th grade students from small South Dakota high schools, utilizes industrial field trips, self-evaluation, group and individual counseling, laboratory projects and dormitory activities in a multi-media approach to career planning. For each participant, a summary report was returned to his high school. The student-centered developmental program included in-depth exploration of six occupational areas, living in college housing with dorm "parents" and eating in college dining facilities. The project's success demonstrates that a summer residential approach for providing occupational, social, and personal development for students from rural areas is highly productive. Program descriptions, given separately for each of the 2 years, include participant and staff evaluations. Various program forms are appended. (AG)

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Springfield's Trajectory Occupational Program

REPORT

UNIVERSITY OF SOUTH DAKOTA
Springfield, So. Dak.
57062

VT017432

October 1972

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Project report on the S.T.O.P. program covering the period of June 7 - July 23, 1971 and May 31 - July 7, 1972.

The project was funded by the South Dakota Division of Vocational and Technical Education with P.L. 90-576, Part D, Exemplary Funds.

The materials in this publication are presented to provide information on the project and to serve as a guide for other individuals or institutions desiring to develop a similiar program. The points of view or opinions do not necessarily represent official Division of Vocational and Technical Education position or policy.

Dr. Thomas C. Stone
Project Director

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CHAPTER I

INTRODUCTION

Nature and Significance of the Project

The project was designed to provide 90 participants with a practical and realistic occupational exploration program through a residential approach. The program was centered around the utilization of a positive approach and active involvement of the students. It provided the participants with an opportunity to become aware of additional occupational alternatives. Emphasis was also placed upon personal assessment and its importance in selecting a career.

The significance of the project becomes apparent as three factors relating to the state are studied. First, 4,389 students were enrolled in 66 high schools, during the school year 1968-69, that had a student body (9th-12th inclusive) of less than 100. In these schools, instructional programs of occupational information, industrial exploration and pre-vocational education are almost non-existant.

Second, as reported in the South Dakota Directory of Pupil Personnel Services published by the Department of Public Instruction (Fall 1970), only 40 of the 200 public high schools in the state employed a full-time counselor. Many schools do, however, list more than one part-time person in the counseling area. It should be noticed that many of the part-time counseling personnel listed are either superintendents or principals in their respective schools. In a situation such as this, the counseling must, by edict of the work to be performed, receive second priority. Because of these conditions across the state the project has helped fill the counseling gap. It has assisted a sampling of students from across the state who upon returning to their home high school will help other students as they radiate to them the experience and knowledge gained through the project.

Third, the sparceness of industry across the state has limited the exposure of the average high school student to industrial occupations. Thus even though a student may have heard of an occupation, it may not appear as a real alternative to him due to this lack of exposure.

Based on only the above three major factors it becomes apparent that the project possesses a potential for serving students across the state and for making a significant contribution to the state system of education.

Objectives

The target group for the project was students from the smaller high schools (under 250 student enrollment) that had completed their junior year in high school.

The specific objectives of the project were as follows:

1. The student will select with counsel six occupational areas which he will explore during the first five weeks of his involvement in the project. The exploration of each occupational area will emcompass three days and provide him with information and experiences upon which he may draw in making an occupational choice.

2. The student will select with counsel one occupational area which he will pursue during the final five days of the project. During this session he will obtain information and experiences of a preparatory nature.

3. The student will travel to three business and industrial centers and spend four days visiting business and industrial firms to broaden his knowledge of the various employment alternatives and to observe first hand the utilization of knowledge and skill he has been exposed to in the exploratory sessions.

4. The student will, with the guidance from counselors, assess his personal abilities, interests, and attitudes and determine their significance regarding his potential for success in various occupational clusters.

5. The student will be involved in a minimum of five group counseling sessions and two individual counseling sessions with one of the counselors.

6. The student will have experienced living in a residential dorm and demonstrated his ability to live with his fellow students.

7. The students will have an opportunity to participate in athletic and social activities and to become aware of their contribution to success in the world of work.

Philosophies

The following is a listing of basic philosophies utilized in the development of the instructional program.

1. Exploratory program activities should include active student participation.

2. The exploratory programs will place greater emphasis upon the student receiving information regarding the various occupations in the occupational area than upon skill development.

3. The content and activities for the exploratory session should not be rigidly structured--rather flexible as long as they are progressing toward and/or serving as a vehicle to the final goal.

4. A multi-media approach should be utilized in presenting the exploratory program.

5. Each exploratory program should provide opportunity for the learning needs of varying types of student abilities and interest.

6. Each instructional program should provide opportunity for the learning needs of varying types of student abilities and interests.

7. Exploratory program activities should show a correlation between classroom and laboratory instruction and work on the job.

8. Exploratory programs should be centered around the industrial and technical aspects of life today and provide exploratory experiences which are helpful in a vocational choice.

9. The instructional program should use the instruments and processes of an occupation to inspire and motivate prospective students.

10. The instructional program should give the student an opportunity to develop attitudes and interests toward various occupational areas.

CHAPTER II

METHODS AND PROCEDURES

Initiating the Project

Notification that the project had been funded was received on January 11, 1971. Two steps were immediately taken to implement the project.

First, a steering committee was organized to work with the project director on the implementation of the project. The members of the steering committee were as follows:

Dr. Marvin Schambers, Chairman Division of Business
Dr. Richard Black, Director of Counseling
Mr. Keith Birks, Chairman Division of Industrial Arts
Mr. L. A. Iverson, Coordinator Vocational-Technical Programs
Dr. Thomas C. Stone, Project Director

The steering committee assisted in the development of public relation and application materials, operational policies and philosophies and in securing project staff.

Second, a search was made to identify someone that could work on a part-time basis with the project director. The person sought needed to possess an understanding of occupational and exploratory education and the ability to work in the area of public relations. On February 1st, Mr. Allen Burkhart was employed on an hourly basis to fill this position.

Publicizing the Project

The publicity campaign began on January 28, 1971. Three major approaches were utilized to publicize the project prior to the final date for accepting applications. They were: (1) materials to counselors, (2) public news media, and (3) personal contacts.

A packet of materials was mailed to the head counselor of every high school within the state. This included both public and non-public institutions. A similar packet was mailed to the Employment Security Departments across the state and to all Industrial Arts teachers. The materials included in the packet are presented in Appendix A. It consisted of a letter of explanation, application forms, recommendation forms and brochures on the project.

A series of news releases regarding the project were released to all newspapers and radio and television stations to inform the public of the project. News clippings of these releases are presented in Appendix B.

Additional news releases regarding the students accepted to participate in the project and the operation of the project were published. These releases are presented in Appendix C. They include a copy of a feature story on the project.

The personal contacts regarding the promotion of the project took on two forms. First, Allen Burkhart contacted 40 schools in the southeastern portion of the state. These visitations were preceded by a letter of introduction. A copy of the letter is presented in Appendix D. A second personal contact regarding the project was made by Gary Gullickson in a presentation on the project to the spring meeting of the South Dakota guidance and counseling personnel.

Application and Student Selection

Students making application for participation in the project were asked to submit three items of information: (1) an application, (2) high school transcript, and (3) a counselor's recommendation. The deadline for receiving applications was set for May 1, 1971.

A total of 152 applications were received. The applications were screened utilizing the following criteria:

1. The student's potential for profiting from the project (based on counselor's recommendation).

2. Students from smaller schools (250 and under) were given priority over those from larger schools.

3. Students who had not been enrolled in an exploratory course in high school were given first priority.

4. Selection was made to obtain a sampling of students from across the state.

Students selected to participate in the project were notified by mail. A copy of the letter which they received is presented in Appendix E. The remaining students who had applied were notified that they would be placed on an alternate list and that additional students would be selected should anyone decline the opportunity to participate. Six students did decline the opportunity to participate in the project and alternates were selected and notified.

In addition to notifying the students, the high school counselors for the respective student(s) were notified regarding the selection of students from their school. Many of the students selected were honored at the annual awards day program in their local high school.

Profile of Students

The profile on the students selected to participate in the project showed that they were a representative sample. Their mean high school grade point average was 2.24, on a 4 point scale, and ranged from .92 to 4.00.

A comparison based on the ITED composite score showed that the average mean score was 16.7 which is only slightly above the 50th percentile. The ITED composite score range was from 8 to 33.

A review of the parents' occupation reflected the emphasis upon selecting students from the small rural high schools. Thirty-eight percent (33) of the fathers were farmers and 57 percent of the mothers (50) were housewives. A summary of the parents' occupations is presented in Appendix F.

Student Retention

Ninety students were selected and gave a positive response regarding their attendance. A week prior to the beginning of the project two of the students notified the director that they were not able to attend due to personal reasons. It was decided that it was not feasible at that late date to bring in alternates to participate in the project.

On registration day five Indian girls who had been selected to participate failed to register. They were all from a boarding high school and their homes were located on several different reservations. A follow-up call to the high school produced no information regarding their where-abouts except that they had left for home when school was dismissed some 10 days earlier. An attempt to reach them at their homes by telephone also proved in vain as they did not have telephones.

One of the Indian girls who did register in on the first day was allowed to return home on the third day. She had been forced into attending and spent the major portion time after the first six hours on campus crying and in a very depressed state. The counselors worked with her continually for some 35 hours with no success. Thus, it was determined that it would be best to let her return home.

A second student dropped at the end of the first week. He wanted very much to continue in the project but was forced to drop out due to illness in the family and the need for his help on the family farm. The remaining 81 students stayed in the project until the termination date. Thus, the retention rate was 98 percent of those registered for the project.

Staff Recruitment

The staff for the project was recruited from several different settings and constituted 23 members, several of whom were on a part-time basis. A breakdown of the staff and their situation prior to joining the S.T.O.P. program staff is as follows:

10	regular college staff
4	employed in public secondary schools
4	recent graduates going into secondary teaching
2	teaching credentials and experience but presently not teaching
2	working in professional field
1	recent college graduate with business experience and returning to industry
23	total

The instructional staff involved five full-time and twelve part-time instructors which constituted a full-time equivalent of 11. The counseling staff was composed of three full-time persons: a head counselor, a women resident counselor, and a man resident counselor. Only one administrative person was hired utilizing project funds and this was the assistant project director. A roster of the project staff and their area(s) of responsibility is presented in Appendix G.

The staff for the project was recruited during the period of March 1 through April 30, 1971. Each staff member received a notice regarding his employment (Appendix G) and a formal contract followed by approval by the Board of Regents.

Contracting with the staff at this point in time required some crystal ball gazing. As the staff was hired it was necessary to establish the number of times a given area would be offered and the sessions it would be offered. Fortunately the program as developed worked out extremely well when it came to meeting student interests.

Staff Workshop

The staff workshop for the project was conducted during the week of June 7-11, 1971, just prior to the beginning of the instructional program.

The major goals established for the workshop were as follows: (1) to familiarize the staff with the development of the project, (2) to indoctrinate the staff on the philosophy of the project, (3) to inform the staff regarding all phases of the project, and (4) to assist the staff in finalizing their instructional program for the 3-day exploratory sessions.

A copy of the workshop agenda is presented in Appendix II.

Scheduling

Three schedules were utilized in the operation of the project. They included (1) a daily schedule, (2) schedule of areas offered each session, and (3) the students schedule by area and session. In addition to these schedules, a schedule was developed for the activities of the first day, parents day and for the final convocation. Samples of these schedules are presented in Appendix I.

The daily schedule was the first one developed (March 1) and presented the activities for the project on a day-to-day basis. This was utilized in hiring and scheduling staff and as a basis for explaining the program to counselors and prospective participants. It also scheduled the field trips and made it possible to make preliminary contacts regarding these events.

The schedule of areas offered was created in a rough draft to meet anticipated student interests and modified through the process of hiring and scheduling staff. Two main factors guided its development: (1) to provide a balance of offerings for girls and boys each session and (2) to maintain a balance of offerings each session.

The student schedule by area and session was finalized one day prior to the beginning of each exploratory session. This schedule was developed by the counselors as they worked with the students on an individual basis.

Instructional Program

Two different types of instructional programs were offered during the course of the project. One was a three-day exploratory program and the second a five day preparatory program.

Three-day Exploratory Program

The three-day exploratory sessions constituted the majority of the instructional program and the heart of the project. Sixty-one three-day sessions were conducted in 21 occupational areas. These sessions were offered during six three-day blocks of time.

Thus, 10 or 11 different areas were available for the student to select from as he determined the area he would explore during each three-day session. Each student completed six three-day sessions.

The objective of these sessions was to provide the student with knowledge and experiences that would give him a basis for making an occupational choice. Thus, the typical classroom, teacher, student, lecture atmosphere was abandoned for a multi-media, student involved approach.

To develop the program for a given session, the instructor first determined the knowledge the student would need in making a positive or negative decision regarding entering the occupational area. Next it was necessary to determine the activities and/or media that would best convey this information to the student and leave a lasting impression upon which he might draw in making his occupational decisions.

Development of the program in this manner made it possible for the instructor to follow student questions and interest rather than a pre-cast instructional program. It became the instructors responsibility to keep the activities in line with the objective of the three-day session and to bring forth the pre-planned activitiy that provided the student with the knowledge he was seeking and needed.

The activities utilized were limited only by the instructor's imagination. They included such things as: making laboratory tests (Health Occupations), disassembling an engine (Automotive), field trips where students sat down with business managers to discuss what they do and how they do it (Retailing), films on automobile manufacturing (Auto Body), field trip to the bank regarding record keeping procedures (Accounting), and making videotape recordings (Electronics). All areas utilized several different types of audio-visual aids, including: film strips, 16 mm films, transparencies, models, mock-ups, records, tapes, videotapes and cut aways.

The importance of audio-visuals and active student involvement in the instructional program was demonstrated by not using this approach for one day in one of the occupational areas. A change was made for the second and third day with a complete reversal of student reaction from the first to the third day.

The goal set for class size was 8-10 students. This was maintained in most cases, it did however vary with the smallest class being 6 and the largest being 14.

Five-day Preparatory Program

The five-day preparatory program utilized instructional procedures and techniques similar to those found in a typical "in school" vocational-technical program. Emphasis was placed upon the student learning some of the basic technical content of the occupation and the development of some of the basic skills.

Each student selected an area for his five-day session from the six he had previously explored. The selection was made in consultation with a counselor and was based upon all of the information available. This included high school transcript, results of the American College Test Career Planning Profile (ACT-CPP), instructors' evaluation of the student while in the exploratory session, information counselors had gleaned in previous sessions with the student and the student's desires, goals, and personality. As in the three-day sessions, no student was forced to enter an area. This resulted in some imbalance in the size of the classes for this session. The imbalance, however, was not unworkable from the standpoint of quality instruction and was facilitated some by shifting teaching assignments, in one situation, and by utilizing a team teaching approach in another. The class size varied from 1 to 16 students. The goal, however, was to serve the student needs and not administrative policies.

Counseling Program

The counseling program was designed as a vital part of the project. In hiring the counseling staff, two specific factors, in addition to a counseling background, were believed to be essential. They were (1) previous experience in working with students of this age group and (2) the ability to very quickly establish rapor with the students.

Several steps were taken to help the staff accomplish the second factor. Prior to the arrival of the students the counselors studied the content of the folders on their counselees. Through this procedure they became familiar with the students prior to their arrival. The meeting, greeting and registering of the students on their arrival was handled by the counselors. This provided the counselors with an opportunity to meet most of their counselees on a one to one basis and to be of assistance to them.

During the orientation convocation, the counselors participated with the students in an organized get acquainted session. This activity is explained in Appendix K. Once the project was under way each counselor made a point of eating each

meal with two different students as a means of getting to know the students well in a short period of time. During the day the counselors attended many of the exploratory instructional sessions so they would be familiar with these activities and better able to discuss them with the student.

The formal counseling was conducted through a series of group and individual counseling sessions. The three counselors each took one-third of the students as their counselees which gave each counselor approximately twenty seven counselees.

A group counseling session was held each Wednesday evening from 6:00 to 7:30. The emphasis here was on getting to know yourself, your fellow man, and an awareness of the other person's feelings.

An hour each day from 4:00 to 5:00 (see daily schedule, Appendix I) was set aside for individual counseling session. The counselors found that this time was insufficient to meet the student requests for individual counseling session. Thus, they also scheduled these sessions during the morning and afternoon break and also during the lunch hour.

The original concern regarding whether or not the counselors could establish rapor and thus a working relation with the students was soon alleviated. Within three days, the students were readily seeking out the counselors for their advice and relating their personal feelings and problems to the counselors. It must be noted that the personalities of the counselors were a key factor in readily establishing this relationship.

The offices for the counselors were set up in the dorm which housed the students. Thus, the counselors were readily accessable to the students. The main lounge in the dorm was used as a resource center for counseling materials.

Activities Program

An activities program was developed which provided the students with a different type of activity each evening of the week. These ranged from nature hikes, to softball games to social dancing. The activities program was developed and conducted by a man and a woman who were each employed on a half-time basis.

A schedule of activities was developed prior to the arrival of the students. This was modified after feedback was obtained from the students regarding their interests and desires.

The activities were designed to run from 6:00 to 9:00 p.m. each day except Wednesday. That evening was held free for the students to attend a show which was presented on campus by the regular summer school assemblies and program committee. The show started at 8:00 which made it possible to conduct the group counseling session prior to their beginning.

Approximately 50 percent of the students remained on campus each week end. Thus, a series of activities for the week ends was developed. These included bus trips to places of interest in the area. picnics, swimming parties, and attendance at a local theater stage performance.

It was the belief of the project director and counseling staff that it was important to keep the students busy and that this would reduce the amount of home sickness and discipline problems.

Business and Industrial Field Trips

Three major field trips were conducted for all participants. They were to Sioux Falls, Sioux City, and Minneapolis. The first two were a one day trip while the Minneapolis trip was a two day venture.

These trips were placed into the schedule to provide variety and events that the students might look forward to. Thus, they were scheduled during the third, fourth and fifth weeks, respectively.

A schedule of places attended on each trip is presented in Appendix L. The field trips were designed to do three things. First, it provided the students with an opportunity to see, first hand, people employed in occupations they were considering as alternatives for themselves. Second, they had an opportunity to see occupational alternatives which they were not aware of and were not presented in the project. Third, the two day trip was an experience in social development for many of the students as they resided and ate their meals in a hotel in downtown Minneapolis. For many students it was their first trip of any distance and the first time they were in a larger city.

College vehicles were used for the transportation to Sioux Falls. This proved to be an unsatisfactory method so the other two trips were made by utilizing chartered buses.

Housing and Meals

The students in the project were housed in a co-educational dorm (Ludeman Hall). The second and third floors of the dorm were utilized by the students with two assigned to each room.

The female counselor and one male counselor lived in with the students and served as dorm parents. To assist them, each had a college student that lived on one of the floors and served as a proctor.

The students were required to check out at the main desk in the dorm when they were leaving campus. This made it easier to locate students when necessary and to maintain greater accountability. Hours were also established (see Appendix I, Daily schedule) for being in the dorm and for lights out.

Room checks were conducted each morning at 7:45 to determine if the students were up and on their way to class and also to identify students that might be ill so that they might receive proper attention. Twice a week a room check was made regarding the student's housekeeping.

The meals for the students were provided by the college cafeteria. This included sack lunches for those that were out on field trips over the noon lunch period.

Student Cars

A separate area in the dorm parking lot was provided for the students to park vehichles which they drove to Springfield. Thus, they were not required to purchase a parking permit and it was easy for the campus patrol to identify the student vehicles. The students were not allowed to drive their vehicles during the week and on week ends only if they were returning home or had permission from their parents.

Cost to Participants

The students participating in the project were required to furnish their own transportation to and from Springfield, bedding, personal and hygiene items and spending money. This arrangement made it possible for any student needing and desiring this type of education and experience to receive it. Their is no way of making an accurate assessment but the indication was that over 50 percent would not have been able to participate in the project had the cost to student been increased.

Testing Program

The American College Test Career Planning Profile (ACT-CPP) was administered to each participant prior to his arrival on campus. This was accomplished by mailing the instrument to each student's high school counselor who administered and returned it to the Project Director. The answer sheets were then returned to the ACT-CPP home office to be scored and the student profiles developed. These were available to the counselors within a week after the students arrived on campus.

Certificate of Completion

Each student completing the project received a certificate of completion at the final convocation (schedule presented in Appendix I). A reproduction of the certificate received is presented in Appendix M.

Report to Participants' High School

A packet of materials was returned to the home high school of each student. It consisted of (1) a cover page explaining the materials and how they might be used by the local counselor, (2) the philosophy for the project, (3) a summary of the parents occupation, (4) a summary of the participants' work experience (5) participants' GPA mean and range, (6) participants' ITED composite mean and range and ITED reading score range, (7) a listing of the three day sessions attended, (8) notation of the five day session attended, (9) remarks by the project counselors based on their contact with the student and instructional staff evaluations, and (10) a copy of the students ACT-CPP profile. The items not presented elsewhere in the report are included in Appendix N.

Student Insurance

An Insurance policy was purchased to cover the students participating in the project. It covered both accident and sickness medical expenses and included an accidental death clause. This proved to be a good investment and facilitated the handling of minor sicknesses and accident injuries. No major items were encountered but several small items were handled through the insurance program.

CHAPTER III

EVALUATION

An evaluation of the project was made by both the participants and the instructional staff. The results of these evaluations are presented in the following discussion.

In addition to the formal evaluation, many reactions and comments regarding the project have been received from fellow students, parents, and the general public. These comments have all been very favorable.

Participant Evaluation

The participants responded to 25 statements covering all phases of the project. Their instructions were as follows: "Please circle the appropriate response to the left of each statement. SA=Strongly Agree, A=Agree, D=Disagree, and SD= Strongly Disagree. There has been a space provided below each statement so that you may comment on why you made the specific response."

The participants were not given a neutral or no response option. This was done intentionally to encourage them to come to a specific reaction in their own mind. In a limited number of cases, students still did not react to a specific question so a no response option was added for reporting purposes.

The first row of numbers under the response options gives the number of participants that selected the respective response. The second row of numbers gives the percentage of the participants that selected each response. Below each question, some of the typical reactions are presented. In many cases they explain the reason for specific responses. A total of 80 participants responded to the evaluation.

Instructional

SA	A	D	SD	NR	
24	56	0	0	.0	1. The material was presented in such a way that I could understand it.
30.0	70.0	0	0	0	

"The teachers explained themselves very clearly", "Much time was given to help us understand things", "One exception; but it was my fault because of disinterest in that course", "We all could talk about it like we wanted to.", "Some material was a little above our level."

SA	A	D	SD	NR	2. The program of instruction was well organized.
21	54	3	0	2	
26.3	67.5	3.8	0	2.5	

"On the field trips they had everything planned fairly well", "Very well organized and I was pleased with it", There was a few things that weren't organized", The instructors knew what they were doing", Each class had instructors and hours planned", "Each day was planned for us".

SA	A	D	SD	NR	3. The instructor presented the material interestingly.
14	57	5	0	4	
17.5	71.3	6.3	0	5.0	

"Even the subject I didn't think I liked was interesting" "They presented it in a way where we were interested.", "None of the instructors dwelled on one thing too long.", "I agree but I wasn't interested in certain fields", "At sometimes the instructors got a little boring."

SA	A	D	SD	NR	4. Enough student participation was allowed in the session to aid in learning.
36	41	2	1	0	
45.0	51.3	2.5	1.3	0	

"Very much so, the students could question", "There was little lecturing which helps to get me interested.", "Some instructors did all the work.", "The teachers always let us talk to him or her when we wanted.", "Everyone was encouraged to participate.", "My group it seemed that the students held back from participating."

SA	A	D	SD	NR	5. There was enough time to explore and discuss material presented.
18	47	14	1	0	
22.5	58.8	17.5	1.3	0	

"Wasn't enough time to present materials thoroughly", "Maybe even too much time as in the 5-day session", "There was not always enough time", "Enough time to get a general idea and to know whether or not we would want to go into this for a career.", "Could have had longer sessions", "In most cases their was enough time".

SA	A	D	SD	NR	6. I feel that 3 days was definitely needed to cover the material.
27	29	21	3	0	
33.8	36.3	26.3	3.8	0	

"Needed more time.", "In some it was, in others possibly not, all in all real good", "In most classes it was enough time", "Less time would have only gotten us mixed up.", "Three days was just right-not too long.", "I feel 2 days would have been plenty."

SA	A	D	SD	NR		
21	33	12	6	8	7.	In the future I plan on pursuing the vocational area presented in my five day interest session.
26.3	41.3	15.0	7.5	10.0		

"Disagree because I am going into counseling", "Not definite", "I am not too sure. I really like the course.", "Not certain but thinking about it", "Disagree, I think I will go into x-ray technician", "Somewhat, I may plan for advanced education in what I took during the 5-day interest session", "I am not sure, but I know I like this field", "Still thinking", "This is what I like to do", "Because I took my five day session in what I liked best I will go into it", "It has narrowed my interest down, but I am still not sure".
(Note: six students that didn't respond listed the area covered during the 5-day sessions as the one they plan to pursue.)

SA	A	D	SD	NR		
19	26	20	0	15	8.	My vocational choice has changed since attending S.T.O.P.
23.8	32.5	25.0	0	18.8		

"Several times", "I am caught between two main things yet but it has opened my way to a better understanding.", "It is essentially the same", "I have decided against some choices", "I was interested in it before I came and I still am", "I still feel I will go into what I had planned. I did change my mind about what field in health I would go into.", "Before I came I wanted data processing as a career, now I would like nursing", "I had no definite feelings upon entry.", "In fact it's changed several times since coming, but I think I've decided", "about 6 times", "Yes, it has changed from Body Shop repairman to accounting", "If anything, S.T.O.P. has strengthened my want for my previously interested course"

Activities

SA	A	D	SD	NR		
23	41	14	2	0	9.	The variety and type of evening activities was just enough for the program.
28.8	51.3	17.5	2.5	0		

"Always something to do", "I think there should have been a choice of activities on particular nights.", "Thought they did a good job", "Many activities were offered and you never sit around doing nothing", "I didn't enjoy all of the activities but you can't please everyone", "The evening activities were adjusted to the students which I thought was nice", "Definitely a good activity program", "They made the evenings fun and full-everyone was kept active and participated."

SA	A	D	SD	NR
40	35	4	1	0
50.0	43.8	5.0	1.3	0

10. I was able to enjoy myself and take advantage of the activities offered without spending too much money.

"I spent hardly any money and had a good time", "I really did enjoy myself and was able to see many new and interesting things", "Except for the last dance which broke me"(Note: students took up a collection to hire a band for the last dance.) "One thing about this I didn't have to spend money."

SA	A	D	SD	NR
15	24	22	10	9
18.8	30.0	27.5	12.5	11.3

11. There were enough activities on the weekends to keep them interesting.

"We had a good opportunity to rest as well as have fun", "Really fun", "Saturdays got bad", "Weekend activities were very enjoyable and in some ways better than week day activities", "There wasn't hardly anything to do" (Note: About 50 per cent of the students stayed each weekend.)

Field Trips

SA	A	D	SD	NR
41	37	2	0	0
51.3	46.3	2.5	0	0

12. Field trips helped make me more aware of job opportunities.

"The field trips are the best way of seeing a job performed." "They showed us many different kinds of jobs", "I didn't realize how many different types of jobs there were", "I agree cuz to me I had a lot of wrong 'pictures' and ideas of the job opportunities", "I don't think they did", "There were many jobs I'd never heard of before", "Gave me insights into larger companies, especially Minneapolis.", "I thought the trips were very interesting, it was the first time I was in big cities like these", "Some of the trips I knew about but most of the people told you about their jobs", "Otherwise we wouldn't know what its like on the job."

SA	A	D	SD	NR
22	47	9	1	1
27.5	58.8	11.3	1.3	.

13. The field trip to Sioux Falls was interesting and informative.
60Yes 19No I had previously visited Sioux Falls.

"Some of these places we visited I probably never have seen in my life", "I'd been to Sioux Falls too much for it to be interesting", "Very much so-good opportunity", "Yes, learning about things and seeing them really gets you interested.", "I really thought this was interesting."

SA	A	D	SD	NR
31	46	2	1	0
38.3	57.5	2.5	1.3	0

14. The field trip to Sioux City was interesting and informative. 33Yes 45No I had previously visited Sioux City.

"All of the field trips were very good", "This field trip was very well set up, and enjoyable as well as educational", "This to me was probably my best trip and the most interesting."

SA	A	D	SD	NR
61	16	2	0	1
76.3	20.0	2.5	0	1.3

15. The field trip to Minneapolis was interesting and informative. 22Yes 56No I had previously visited Minneapolis.

"This was a very fine tour trip", "We saw so many new and different things", "Extremely interesting and informative",. "I thought this was a great opportunity to visit the places we did."

Counseling Activities

SA	A	D	SD	NR
23	44	10	3	0
28.8	55.0	12.5	3.8	0

16. Counseling activities helped make me more aware of vocational areas.

"The counselors for the most part were excellent", "Counseling was pretty much the backbone of the whole S.T.O.P. program.", "He answered many questions", "They helped us to see ourselves", "I don't think we discussed this that much", "Counseling was the best I ever had", "These people had been faced with the decision themselves, and they knew what they were talking about".

SA	A	D	SD	NR
25	47	6	1	1
31.3	58.8	7.5	1.3	1.3

17. I saw my counselor often as I wanted.

"The counselors were available 100% of the time", "Whenever I had a problem I went to her for help", "I thought I had enough counseling sessions", "Too many kids and too few counselors. They were always busy, with the exception of one who always had time for you."

SA	A	D	SD	NR
14	46	14	2	4
17.5	57.5	17.5	2.5	5.0

18. I feel that there was an adequate amount of time for small group counseling.

"Again the counselors found the time in the schedule", "There could have been more", "No cuz we just got started and really getting together and we had to quit.", "Not enough time to talk in the sessions", "Yes adequate time was available", "I think we should have had them a lot more often", "I thought once a week was just about right."

SA	A	D	SD	NR		
44	29	6	1	0	19.	My counselor made an attempt to aid me in understanding my abilities, personality, and their relationship to a vocational choice.
55.0	36.3	7.5	1.3	0		

"My counselor was very helpful", "My counselor related these facts to me just as they were", "Very great about talking about personal things", "He helped in explaining different areas to me".

SA	A	D	SD	NR		
37	29	11	3	0	20.	I felt that the living situation in the dormitory was as good as could be expected.
46.3	36.3	13.8	3.8	0		

"Living conditions were great, but the hours weren't", "Yes it gave you a college atmosphere", "Dormitory living is fun because you meet new people and you have to live with them too", "Don't like to be told when to go to bed", "Now I know that without rules there wouldn't be anything, but I really think they ought to lengthen the hours during the evenings", "Very nice, sometimes the hours were early but that was for our own benefit."

General

SA	A	D	SD	NR		
32	40	7	1	0	21.	Daily schedules allowed adequate time for instruction and enjoyment.
40.0	50.0	8.8	1.3	0		

"Sometimes we didn't have too much leisure time.", "Yes, I thought there was time for both", "Very busy no time to get bored", "I felt the hours were a bit long", "3:00 or 3:30 would have been late enough, the breaks really, really helped", "Half hour breaks and one and a half hour classes were just fine for me".

SA	A	D	SD	NR		
56	23	1	0	0	22.	I have a better understanding of occupational choices now than when I started the program.
70.0	28.8	1.3	0	0		

"I know twice as much now than I did when I started", "I definitely have benefited", "Yes, the S.T.O.P. program helped me a lot in my choice". "I knew nothing of other choices besides auto mechanics", "I never knew one job could have so many levels", "I have completely changed my vocational choice", "I knew what they were but not much about them", "Before I started I didn't know 3/4 the things I know about occupation programs", "with out this program, I would have no idea of what some occupational choices are like", "Definitely, I didn't know many of these jobs existed before S.T.O.P."

SA	A	D	SD	NR		
20	44	11	4	1	23.	I observed no discrimination of any type by staff members during the entire program.
25.0	55.0	13.8	5.0	1.3		

"Everyone was your friend and you knew it", "I did have a misunderstanding during the program, but we talked it over and there are no hard feelings", "None that I noticed", "Never was I discriminated against", "Absolutely none, They were all very nice", "A couple of times I noted discrimination of some students by their instructor".

SA	A	D	SD	NR		
38	34	7	0	1	24.	The occupation(s) in which I am interested was (were) offered in the three day sessions.
47.5	42.5	8.8	0	1.3		

"All except for psychology", "The occupations I was interested in were in 3 day sessions", "Refrigeration", "More should be offered for girls", "Agriculture", "One was given the other wasn't but I was able to find information that gave me what I needed", "I was interested in something different when I came but I found one that I became more interested in", "They were offered and then some".

SA	A	D	SD	NR		
71	9	0	0	0	25.	I would recommend the program to other students.
88.7	11.3	0	0	0		

"It will help you understand who you are and what you want to be in the world today", "If they learned as much as I have it would be well worth the time", "I feel every student should be so lucky", "They too would have a chance to explore the fields they are interested in and probably answer questions before it would be too late for them to start over.", "It helped me very much and I will advise other high school juniors to apply for this program", "Very highly. If not for choosing an occupation, just for the chance to be with other kids and get prepared for taking care of themselves. I found myself here and I think lots of other kids would really find it helpful too. It was a lot of fun but it was too short! This program really brought me out of my shell. I just wish every kid who was as mixed up about life as I was could talk to _____ that made the program worthwhile. You dont't meet people like him in a lifetime, in fact, probably only one.", "Best experience with people I have ever had." "Very much so, for better knowledge, for better understanding of people, manners, etc.", "a great learning and social experience", "I think there are too many kids out of high school who waste valuable time in their life because they don't know what they want to do", "I wouldn't trade this past summer for 100 earths and 50 moons", "The most marvelous thing thats ever happened to me", "It really helps make up your mind."

Staff Evaluation

The staff was asked at the termination of the project to react to 30 statements. The staff was given two additional alternatives not given the participants, they were (1) N=neutral (no definite feeling either way) and (2) NR=No response (due to not having participated in this part of the project).

The reporting on the staff evaluation utilizes the same procedure as that followed in reporting the participant evaluation. Seventeen staff members responded to the evaluation. The three counselors, two activities persons and assistant director didn't respond through this procedure.

SA	A	N	D	SD	NR		
6	6	1	3	1	0	1.	The 3-day exploratory sessions were of adequate length.
35.3	35.3	5.9	17.7	5.9	0		

"Need two day session, thus allowing more students to take part.", "possibly too long", "I feel that three days was a little too long. You could have done everything in two days.", "to cover the material properly 3 days was excellent."

SA	A	N	D	SD	NR		
5	9	0	2	1	0	2.	All of the content covered in the 3-day session was exploratory in nature.
29.4	52.9	0	11.8	5.9	0		

"without any knowledge of data processing, the students need some basic instructions on programming which is actual course material", "Very definitely", "Some of the content covered was actual involvement", "3 days was too long to stay on the exploratory level."

SA	A	N	D	SD	NR		
7	4	1	4	1	0	3.	The objective of the 3-day session (exploration of the occupational field) could be accomplished in 2 days.
41.2	23.5	5.9	23.5	5.9			

"this would not be sufficient", "No-my area is too large to cover in 2 days-especially with a field trip too".

SA	A	N	D	SD	NR		
3	11	1	2	0	0	4.	The daily schedule (8:00-4:00) was a functionable and feasible schedule.
17.7	64.7	5.9	11.8	0	0		

"The schedule was too long under some situations", "Very definitely, with breaks worked out real well', "Yes, but breaks should be more often and possibly shorter", "A shorter day should be used, ie: 8:30-3:30".

SA	A	N	D	SD	NR
1	8	1	1	4	2
5.9	47.1	5.9	5.9	23.5	11.8

5. The 5-day interest session was of adequate length.

"Too long", "I feel this should be deleted.", "In my area it was adequate, a shorter time would limit practical work.", "It worked out O.K.-but was almost too long", "The five day session was of little value in most cases."

SA	A	N	D	SD	NR
1	6	4	2	1	3
5.9	35.3	23.5	11.8	5.9	11.8

6. The 5-day interest session helped the students to determine if this area was truly the occupational area for them to pursue.

"Too early to tell", "Definitely in my area".

SA	A	N	D	SD	NR
1	9	0	5	1	1
5.9	52.9	0	29.4	5.9	5.9

7. The completion of the 5-day session will be advantageous to the student should he enter a post secondary instructional program in the respective area.

"will not make too much difference. Probably was not enough instruction given to be typical of a post secondary program", "I could not see how this could be true. There is so little material covered." "and in other areas", "This was additional exploration", "to some degree" "showed the student the work expected".

SA	A	N	D	SD	NR
4	5	2	3	1	2
23.5	29.4	11.8	17.7	5.9	11.8

8. The objective of the 5-day interest session could have been accomplished in a shorter period of time.

"I am not able to say definitely, but I feel 4 days might be better.", "Not in my area", "It could have been deleted."

SA	A	N	D	SD	NR
7	9	0	0	1	0
41.2	52.9	0	0	5.9	0

9. A class of 8 to 12 students makes a desirable size for the 3-day sessions.

"Only if they have some interest in the area", "No larger than this-not enough personal supervision if larger", "8-10 best", "Not more than 10.", "Too many".

SA	A	N	D	SD	NR
1	1	6	6	2	1
5.9	5.9	35.3	35.3	11.8	5.9

10. The class size for the 3-day sessions should have been regulated to keep all classes the same size.

"If it were regulated, would it be the students choice?"
"This is not the purpose of the program (student need is)."
"This makes for better working conditions and planning".

SA	A	N	D	SD	NR	11. A class of 8 to 12 students makes a desirable size class for the 5 day interest sessions.
1	11	1	0	1	3	
5.9	64.7	5.9	0	5.9	17.7	

"More than 3 is a must-otherwise it is pretty dead-hard for interaction", "I had 2 in final session and 6 or more with equal desire to learn would have been fine", "No larger", "Possibly-my 17 worked out well", "Not more than 10".

SA	A	N	D	SD	NR	12. The class size for the 5-day interest session should have been regulated to prevent having some small and some large classes.
1	1	2	5	7	1	
5.9	5.9	11.8	29.4	41.2	5.9	

"If they are truly interested in an area, why force them to another", "Regulating would have voided student interest as the determinant", "Large".

SA	A	N	D	SD	NR	13. Allowing each student the freedom to elect the 3-day sessions he attended functioned satisfactorily.
4	10	0	0	0	3	
23 5	58.8	0	0	0	17.7	

"Many didn't seem to have a true 6th choice, others probably less than that".

SA	A	N	D	SD	NR	14. The occupational area which I was assigned to instruct was too broad to adequately cover in the 3-day session.
0	1	0	11	4	1	
0	5.9	0	64.7	23.5	5.9	

"This I feel is dependent upon the instructors ability. Frankly, no."

SA	A	N	D	SD	NR	15. The occupational area which I was assigned to instruct was too narrow and limited to provide a dynamic exploratory program for the 3-day session.
0	1	0	8	7	1	
0	5.9	0	47.1	41.2	5.9	

"The problem was lack of facilities not the occupational area",
"No way possible could any occupational field be too narrow",
"I feel that the secretarial and clerical could be combined",
"Disagree if interest session is shortened or eliminated".

SA	A	N	D	SD	NR	
5	3	1	6	1	1	16. The objectives of this project could have been accomplished equally well without offering the 5-day interest session.
29.4	17.7	5.9	35.3	5.9	5.9	

"I feel enough of an exploration was made in the three day period", "I think this was a good time for those really interested in the area to be together", "Probably the 3 days covered well, but the 5 day session certainly went deeper", "only in the 5 day session did I have the facilities and student interest in learning required to explore".

SA	A	N	D	SD	NR	
6	6	4	0	0	1	17. The week long staff workshop was a vital part of the success of the project.
35.3	35.3	23.5	0	0	5.9	

"Especially for initial project-may not be necessary for one week in future projects", "It helped the staff to relate individual ideas and their programs (Developed team spirit)", "I feel it was important to get acquainted with the fellow staff members", "The meeting of the staff was most productive", "aided me in setting up my program".

SA	A	N	D	SD	NR	
1	3	5	6	0	2	18. The staff workshop should have allocated more time to the philosophy and objectives of the project.
5.9	17.7	29.4	35.3	0	11.8	

"May have talked too much in generalities".

SA	A	N	D	SD	NR	
1	1	3	11	0	1	19. The staff workshop should have allocated more time to discuss the instructional content in each area.
5.9	5.9	17.7	64.7	0	5.9	

"Each instructor should be competent enough to handle his area and class content without help from other instructors", "Sufficient as it was".

SA	A	N	D	SD	NR	
4	12	1	0	0	0	20. The project was well planned and efficiently operated.
23.5	70.6	5.9	0	0	0	

"Some things could have been handled better but 'job well done' for first program.", "as best as could be expected on the first attempt", "I feel it couldn't have run any smoother", "Worked well as far as I was concerned, co-operation was great".

SA	A	N	D	SD	NR	
0	0	11	6	0	0	21. The number of staff meetings should have been increased.
0	0	64.7	35.3	0	0	

'No need to do this", "I felt calling staff meetings as needed worked out well".

SA	A	N	D	SD	NR	22. The students were interested and attentative in the 5-day sessions.
2	11	0	3	1	0	
11.8	64.7	0	17.7	5.9	0	

"Most of them were", "Definitely', "First and second choice students were easier than the latter choice selections for obvious reasons".

SA	A	N	D	SD	NR	23. The students elected the final interest session on the basis of the understanding of their own abilities, interests, and self assessment.
1	7	2	3	0	4	
5.9	41.2	11.8	17.7	0	23.5	

"Those I had", "A few exceptions, naturally", "I believe many other factors entered into their decision", "Most of them were interested in the area they choose".

SA	A	N	D	SD	NR	24. The students were honestly seeking information which they could draw upon setting their career goal.
1	11	2	2	1	0	
5.9	64.7	11.8	11.8	5.9	0	

'They were honestly seeking information whether or not it was directed to actual future use", "For the most part-yes", 'Yes, I was surprised they did", "I believe the majority fall into this category", I believe this may have been true during only the 3 day session".

SA	A	N	D	SD	NR	25. The three field trips (Sioux Falls, Sioux City, and Minneapolis) helped to broaden the occupational alternatives for most students.
3	9	1	2	0	2	
17.7	52.9	5.9	11.8	0	11.8	

"Its possible, but from student conversation at this time, this has not entered most of their minds", 'Perhaps some, but it was an experience of value to most just to be in a first class place", 'I feel the one day trips were very good, the long trip took too much time traveling."

SA	A	N	D	SD	NR	26. The three field trips (Sioux Falls, Sioux City, and Minneapolis) helped to provide further depth of insight into your area of instruction.
1	8	1	4	1	1	
5.9	47.1	5.9	23.5	5.9	5.9	

"It backed up many things I said in the 5-day session", "Only one place used my area of instruction".

SA	A	N	D	SD	NR	27. Less emphasis should have been placed on total group field trips.
0	1	5	7	2	2	
0	5.9	29.4	41.2	11.8	11.8	

"A field trip for some of the students was perhaps the 1st exposure to industry", "I feel these were an asset to the program", "Only if the program is shortened".

SA	A	N	D	SD	NR	28. The field trips conducted as part of the 3-day interest sessions helped the students to better relate to the activities conducted in the laboratory and/or classroom.
2	9	0	2	0	4	
11.8	52.9	0	11.8	0	23.5	

"My field trip was very informative to the students", "It was absolutely necessary."

SA	A	N	D	SD	NR	29. The project contributed to the students' social development.
3	11	1	1	0	1	
17.7	64.7	5.9	5.9	0	5.9	

"without a question".

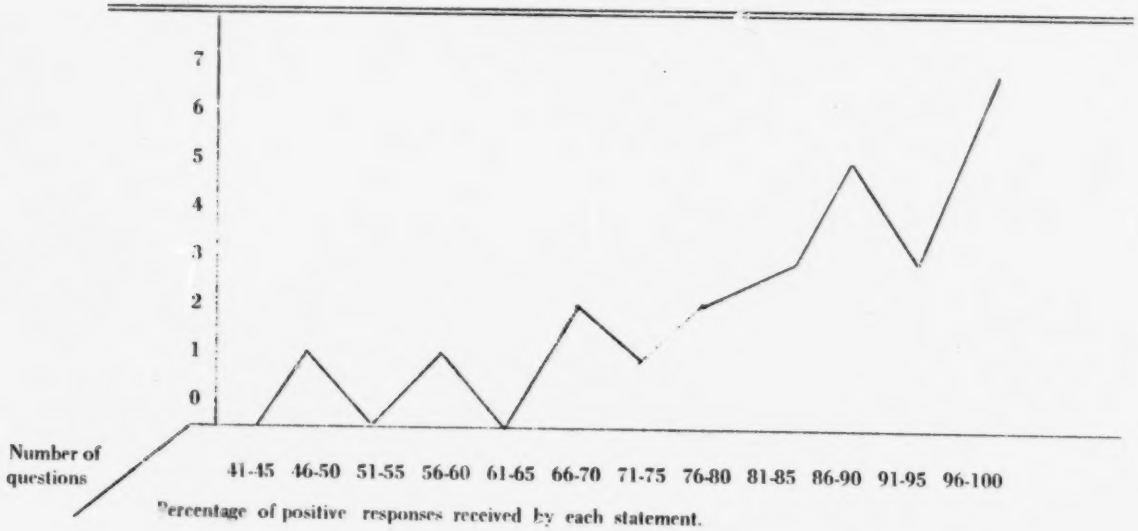
SA	A	N	D	SD	NR	30. The project would have been more successful if conducted for students that had just completed the 10th rather than the 11th year in school.
0	1	1	7	7	1	
0	5.9	5.9	41.2	41.2	5.9	

"Have not worked with this age group enough to make this determination", "try the 12th rather than the 10th", "the sooner we reach the student the more of a chance they have in their home school".

Summary of Participants' Evaluation

Table 1 graphically shows the students evaluation of the project. The numbers along the left hand side present the number of statements falling in each of the percentage ranges. The percentages are based on the number of students giving a positive (strongly agree or agree response) to each question. Thus as an example, seven statements received a positive response from 95-100 percent of the students participating in the project.

TABLE 1. SUMMARY OF PARTICIPANT'S EVALUATION



A review of the above table gives several significant factors regarding the success of the project. First, no statement regarding the project received a positive response of less than 46 percent and only one fell in the 46-50 range. Thus, over one half of the students reacted positively to 24 of the 25 statements regarding the success of the project. This one statement which received less than a 50 percent positive response was addressed towards the success of the weekend activities. This was not written in as part of the project but was provided as a fringe benefit since approximately one-half of the students did remain over the weekend. It should also be noted that many of the students were reacting on the basis of attendance for only one or two weekends and that 11.3 percent didn't respond to the statement. Of the students responding to the question, 70.4 percent did make a positive response.

Second, two statements received a 100 percent positive response. These were (1)"The material was presented in such a way that I could understand it" and (2)"I would recommend the program to other students." The reaction on these two statements presents a positive and significant indication regarding the success of the project.

Third, statement 22, which was as follows: "I have a better understanding of occupational choices now than when I started the program", received a positive reaction of 98.8 percent. Only one participant marked this statement as "disagree". This statement was directed at the heart of the project and illustrates that the participants truly did benefit from the project.

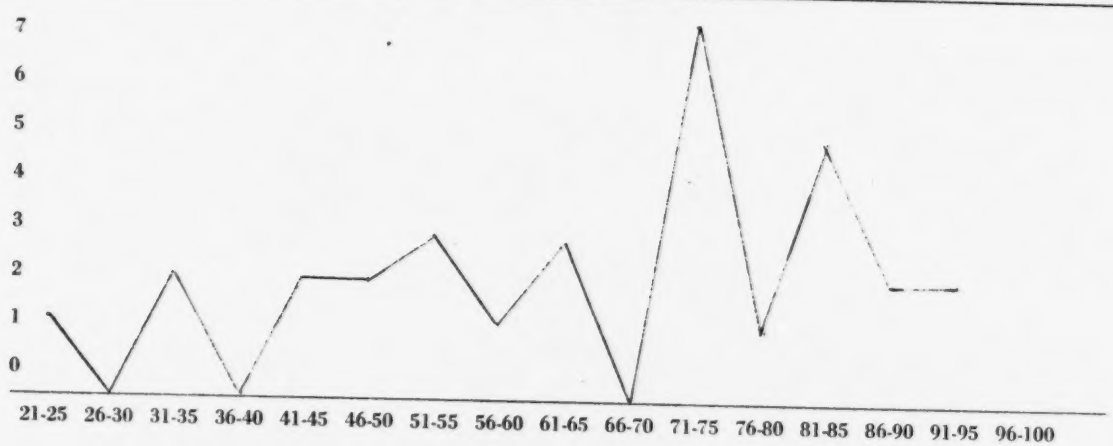
Summary of Staff Evaluation

Table 2 graphically shows the staffs' evaluation of the project. Several things must be kept in mind regarding the staff evaluation when interpreting the results. First, they were asked several questions that were negative to the project and the way it was operated. This was done intentionally so that specific information might be obtained regarding changes that should be made in the project to improve it for the next year. Thus, the disagree and strongly disagree responses were interpreted as a positive reaction to how the project was conducted.

Second, the staff was given an N (neutral) and NR (no response) response alternative. This was believed appropriate for the staff since not all of them had experienced the same involvement in the project. Thus, the percentage giving a positive or negative response to each statement was reduced.

The information in Table 2 was developed and is presented on the same basis as Table 1.

TABLE 2. SUMMARY OF STAFF EVALUATION



Two statements received over a 91 percent positive response by the staff, they were numbers 9 and 20. Number 9 dealt with the class size of 8-12 for the 3-day session. The staff believed this to be very desirable and correlates with the students positive reaction to the instructional program and the opportunity for student participation. Statement number 20 was addressed towards the planning for and operation of the project. Again, the staff gave a very strong positive reaction.

Of the 30 statements used in the evaluation only seven received less than a 50 percent positive reaction. The seven were statements number 6, 8, 10, 16, 18, 21, and 23. Four of these statements (6-8, 16 & 23) related to the 5-day interest session. The staff questioned the value of this session as a procedure for helping the student re-affirm that this was truly the occupational area he should pursue and believed that the objectives of the 5-day interest session related to the basis for the students selection. Fourth, seven percent believed they had made the decision on the basis of their own interests, abilities and self assessment. However, 23.5 percent elected not to respond and 11.8 percent recorded a neutral response. This meant that 35.3 were unsure of the basis for the student selection. Only 17.7 percent disagreed with the statement that the above factors were the basis and no one strongly disagreed with the statement.

Statement 10 was as follows, "The class size for the 3-day session should have been regulated to keep all classes the same size." A negative response to the statement was accepted as a positive response to the project. It should be noted that only 11.8 percent agreed with the statement and 41.2 percent gave a neutral or no response reaction. From the comments given by the staff it was apparent that they were torn between the desire of a constant class size and the desirability of allowing students complete freedom to elect the areas they would pursue.

Statement 18 related to the staff work shop, and the time allocated to the philosophy and objectives of the project. The reaction was almost equally split between those desiring more time on this, those disagreeing with more emphasis and those with a neutral or no response reaction. This may have been partially due to the fact that many of the staff members had attended several meetings on the project prior to the workshop while others had received only a brief orientation.

Statement 21 related to the number of staff meetings. No one believed that there should have been more meetings and the majority (64.7 percent) gave a neutral response. Thus, it appears that there was no dissatisfaction with the number held and no strong recommendation regarding a change.

Chapter IV

Summary, Conclusions and Recommendations

Summary

The project was designed to provide the participants with an opportunity to explore six different occupational areas. These were selected from a field of 21. After completing the six exploratory sessions, the student elected one of these areas for his final 5-day interest session which was more preparatory in nature.

The instructional program was of the non-conventional type and utilized a student centered, student involved type of instruction. Both laboratory projects and industrial field trips were utilized to help make the instruction meaningful and realistic for the student.

Counseling both individual and group was a significant part of the project and was correlated and coordinated with the instructional program.

The participants lived in college housing and ate in college dining facilities. The cost to them was their transportation, bedding, personal use items, and spending money.

An activity program was provided for the participants each evening and for the weekends.

At the end of the project a summary report on each participant was returned to his high school so that the information might be available during his senior year.

Conclusion

On the basis of the evaluation and the involvement with the students, it would seem safe to say that the project was extremely successful. The objectives of the program were met and the participants clearly beleived that it had and would in the future help them to improve their career selection and make it realistic in light of their interests, abilities and background.

The project has demonstrated that a summer, residential approach to providing occupational exploratory experiences to students from the rural, sparcely populated sections of the state is both desirable and significantly productive. Through this means it is also possible to assist participants with social and personnel development. This is a factor that must not be overlooked as this is extremely important to the success of most of these students.

Recommendations

On the basis of the evaluation and information gained from the operation of the project there are several recommendations that should be considered for the second time the project is conducted.

1. The occupational areas in the Business and Office occupations service area should not be divided into the smaller job classifications as was done.

2. Consideration must be given to shortening or changing the 5-day interest session.

3. The counselors should not be used as dorm parents. Rather, seperate dorm parents should be utilized.

4. All avenues must be explored regarding procedures to expand the project so that more students might participate in the project.

CHAPTER V

PROJECT CONTINUATION, 1972

INTRODUCTION

This chapter will primarily present the changes and information about the second year of the project.

Funding for the project in 1972 was approved during the final week of the 1971 project. At this time, a request for additional monies to operate two sessions of the project was submitted since it was evident that more students should have the opportunity to participate in the project. This request for additional monies was denied.

The major change in the project was to shorten the students' time of participation from six weeks in 1971 to five weeks in 1972. This provided monies to operate the second year with 107 participants versus 81 in 1971.

Publicity

The 1972 project was publicized in a similar manner as 1971 with the following exceptions: Rather than contacting schools in the southeastern portion of the state in person, phone calls were made to the majority of the schools across the state. Also, many students who had participated in the 1971 project have given presentations about S.T.O.P. to their schoolmates, business and civic organizations.

Application and Student Selection

Application procedures were the same as those used in 1971 with the deadline for receiving applications moved one month ahead to March 31, 1972.

A total of 198 applications were received and screened utilizing the same criteria as the previous year.

Students selected to participate in the 1972 project were notified by mail on April 7, 1972. The remaining applicants were placed on an alternate list in the event that a student selected should decline to participate in the project. Nine students did decline and alternates were selected and notified that they would participate in the project.

Two and One-Half Day Exploratory Programs

Eighty two and one-half day sessions were conducted in 26 occupational areas. Thirteen or fourteen exploratory areas were offered each session for six two and one-half day blocks of time.

The goal for class size was again set at eight to ten students. The class size varied from four being the smallest and fifteen being the largest. The class size was eight in most cases.

Three Day Preparatory Program

The three day preparatory programs were conducted similar to the five day programs utilized in 1971.

Eighteen occupational areas were selected by the participants for this preparatory session. Again, as in the 1971 project, teaching assignments were shifted and a team teaching approach was used to facilitate imbalance of student numbers in several areas. The class size in the preparatory program varied from two to nineteen participants.

Housing

The participants of the project in 1972 were housed in two dormitories versus the 1971 project utilizing one co-educational dormitory. The dormitories utilized the second and third floors with one exception of a handicapped boy in a wheel chair and a roommate were housed on the first floor.

Each dormitory had houseparents (husband and wife) for supervisory duties. In addition, each dormitory had two college students who acted as resident assistants.

The counseling staff for 1972 did not act as resident counselors as they had in 1971. It was realized after the 1971 project that the counselors had too many duties and that this situation tended to reduce their effectiveness as counselors.

Conclusion

The remaining methods and procedures of the 1972 project were conducted in a similar manner as the 1971 project as described in Chapter II, Methods and Procedures. These include: counseling program, activities program, business and industrial field trips, meals, student cars, cost to participants, testing program, certificate of completion, report to participants' high school, and student insurance.

Profile of Students

The participants' mean high school grade point average was 2.71, on a 4.0 point scale with averages ranging from 0.93 to 3.96. This average was compiled on the 107 participants.

The average mean score of the ITED composite score was 19.5 which would fall at the 62 percentile. The ITED composite scores ranged from 6 which is the third percentile to 32 which is the 98 percentile. The ITED statistics were available on 73 participants.

The parents' occupations were varied but 45 percent of the fathers at home (45) were farmers and 64 percent of the mothers at home (74) were housewives.

Student Retention

One hundred ten students were selected to participate in the project and indicated that they would attend.

On registration day two boys failed to sign in. The assistant director of the project called the parents of one boy. His mother indicated that he would not be participating because of personal reasons. The second boy was never reached although five calls were placed to his parents with no answer.

An Indian participant left the project at the end of the third day on the pretense of a death in the family. His counselor followed up on the situation that weekend to see if the boy planned to return. From this follow-up, it was learned that the excuse to leave was a hoax and that the boy would not return.

Another Indian participant went home over the July 4 weekend and did not return for the final week of the project because he could not finance the 1,000 mile round trip. (Before leaving he did apply for admission to USD/S for the summer of 1973.)

The project operated through four weeks with 107 participants and the final week with 106. The retention rate was 96.4 percent of the students who indicated they would participate in the project and 98.1 percent of those who registered for the project.

Staff Recruitment

The staff for the 1972 project was comprised of 31 members of which 12 were members of the 1971 staff. A team teaching approach was used in the areas of Data Processing, Radio and

TV Announcing, and Recreational Leadership with two staff members sharing the exploratory and preparatory instructional responsibilities in each area.

A breakdown of the staff and their situation prior to joining the S.T.O.P. staff is as follows:

16	regular college staff
7	employed in public secondary schools
1	recent graduate going into secondary teaching
3	college students working towards an education degree
4	working in professional fields
31	total

Contracting with the staff for the number of sessions that they would work was based upon the number of applicants to the program who indicated an interest in exploring an area at the time of application. Although the students were given the opportunity to change their areas of exploration as the program progressed, the number of students per area per session balanced out quite well.

Staff Workshop

The staff workshop for the continuation of the project was shortened to three days and was conducted from May 31 to June 2, 1972.

Again the major goals for the workshop were as follows:
(1) to familiarize the staff with the development of the project,
(2) to indoctrinate the new staff on the philosophy of the project,
(3) to inform the staff regarding all phases of the project, and
(4) to review information and statistics from the 1971 project.

The staff in 1972 did not present their instructional programs (as they did in 1971) to the entire workshop, but they were given the entire afternoon each day to finalize their instructional materials.

Scheduling and the Instructional Program

Scheduling for 1972 was carried out in the same manner as in 1971.

The instructional program was changed somewhat due to shortening the program by one week. The exploratory programs were two and one-half days in length and preparatory program was three days in length.

1972 STAFF EVALUATION

The 1972 S.T.O.P. staff was again asked to react to 30 statements at the termination of the project. These statements were basically the same as the evaluation statements used in 1971 with the changes being made in the number of days for the various sessions.

Fifteen of the instructional staff returned the evaluation forms. The three counselors, two activities persons, and the assistant director were not asked to respond to the evaluation.

SA	A	N	D	SD	NR	
4	9	1	1	0	0	1. The 2½-day exploratory sessions were of adequate length.
26.7	60	6.7	6.7	0	0	

"In my area, this worked out very well", "For the students who were disinterested in the area--it was plenty long."

SA	A	N	D	SD	NR	
5	8	1	1	0	0	2. All of the content covered in the 2½-day session was exploratory in nature.
33.3	53.3	6.7	6.7	0	0	

"To most students it was but to a few who had covered some of the areas it was a repeat on something they already knew or have done", "All material was exploratory except to students who already had a background."

SA	A	N	D	SD	NR	
1	3	1	7	3	0	3. The objective of the 2½-day session (exploration of the occupational field) could be accomplished in 2 days.
6.7	20	6.7	46.7	20	0	

"In my area, although 2½ days gives flexibility, others I realize need more time", "I feel I need the extra ½ day", "Prefer the 2½ days or possibly back to 3 days."

SA	A	N	D	SD	NR	
4	10	0	1	0	0	4. The daily schedule (8:00-4:00) was a functionable and feasible schedule.
26.7	66.7	0	6.7	0	0	

"Becomes too long for the student otherwise", "9:00-10:00, 10:30-11:30, 12:30-1:30, 2:00-3:00."

SA	A	N	D	SD	NR	
4	6	0	2	3	0	5. The 3-day interest session was of adequate length.
26.7	40	0	13.3	20	0	

"Just right!" "I don't feel a need for it. Time should be changed", "I could have used more time. I lost too much time in traveling."

SA	A	N	D	SD	NR	
0	7	4	1	3	0	6. The 3-day interest session helped the students to determine if this area was truly the occupational area for them to pursue.
0	46.7	26.7	6.7	20	0	

"Would hope that it would help", "The interest session is not necessary", "Less interest to return last three days", "I doubt if anyone can determine in 3 days or 3 weeks if any area is truly the area for him. He can only get some indications of what it is like", "Students said they enjoyed and like the field but did not comment as if they would want to make this their area."

SA	A	N	D	SD	NR	
2	11	0	1	1	0	7. The completion of the 3-day interest session will be advantageous to the student should he enter a post secondary instructional program in the respective area.
13.3	73.3	0	6.7	6.7	0	

"It gives him a very substantial background."

SA	A	N	D	SD	NR	
1	3	1	8	2	0	8. The objective of the 3-day interest session could have been accomplished in a shorter period of time.
6.7	20	6.7	53.3	13.3	0	

"You need the student this long to really pull everything together", "By the time you drive to and back from Vermillion--the time is shortened."

SA	A	N	D	SD	NR	
3	6	1	3	2	0	9. A class of 8 to 12 students makes a desirable size for the 2½-day sessions.
20	40	6.7	20	13.3	0	

"In some areas it may be OK, but in others it is much too large", "A maximum of 8 is desirable in my area", "No more than 8", "No larger", "8 is acceptable--10-12 becomes unwieldy", "In my case, 6 to 8 is enough."

SA	A	N	D	SD	NR	
0	5	3	5	1	1	10. The class size for the 2½-day sessions should have been regulated to keep all classes the same size.
0	33.3	20	33.3	6.7	6.7	

"More important to let students take what they want", "It would no longer be the students choice of classes", "This would limit your flexibility", "If possible. (within a single occupational area)", "Since the format is flexible, it doesn't make that much difference."

SA	A	N	D	SD	NR	
0	5	3	3	4	0	11. A class of 8 to 12 students makes a desirable size class for the 3-day interest sessions.
0	33.3	20	20	26.7	0	

"Again, I would say a maximum of 8", "8 is a great many", "Maximum of 8", "6 to 8 would be much better", "Too many for aviation."

SA	A	N	D	SD	NR
0	2	1	10	2	0
0	13.3	6.7	66.7	13.3	0

12. The class size for the 3-day interest session should have been regulated to prevent having some small and some large classes.

"Should be left up to the students", "Only to prevent class sizes which would downgrade the results of the session", "Only to the extent of not in any way hurting the quality of the session", "Some areas could accomodate more than others."

SA	A	N	D	SD	NR
3	10	1	0	0	1
20	66.7	6.7	0	0	6.7

13. Allowing each student the freedom to elect the 2½-day sessions he attended functioned satisfactorily.

"I wonder if some didn't choose some sessions because of more field trips or perhaps thought some may be less restricted and so more fun", "This is best even though many students probably picked courses that sounded exciting and fun."

SA	A	N	D	SD	NR
0	2	1	11	1	0
0	13.3	6.7	73.3	6.7	0

14. The occupational area which I was assigned to instruct was too broad to adequately cover in the 2½-day session.

"It was of the right length", "Could have been a couple different courses (ie. aquatic environment, terrestial, etc.)", "It was hard at times to cover the material without getting too specific."

SA	A	N	D	SD	NR
0	1	0	10	4	0
0	6.7	0	66.7	26.7	0

15. The occupational area which I was assigned to instruct was too narrow and limited to provide a dynamic exploratory program for the 2½-day session.

"I had an adequate amount of material to explore."

SA	A	N	D	SD	NR
3	2	0	7	3	0
20	13.3	0	46.7	20	0

16. The objectives of this project could have been accomplished equally well without offering the 3-day interest session.

"You need this to firm up what has been said", "The 3-day session was especially effective", "Data processing area was covered sufficiently. In the 3 days--computers were stressed."

SA	A	N	D	SD	NR
2	6	4	1	1	1
13.3	40	26.7	6.7	6.7	6.7

17. The 3-day staff workshop was a vital part of the success of the project.

"Good for new people", "Could be capsulized to 1 day", "You need this time to communicate, get acquainted, and to prepare."

SA	A	N	D	SD	NR	
0	1	3	9	1	1	18. The staff workshop should have allocated more time to the philosophy and objective of the project.
0	6.7	20	60	6.7	6.7	

"Adequate time was given", "I think we understand it", "I often questioned if I was performing the duties in light of the objective."

SA	A	N	D	SD	NR	
0	3	3	5	3	1	19. The staff workshop should have allocated more time to discuss the instructional content in each area.
0	20	20	33.3	20	6.7	

"Perhaps privately with other staff members, not the whole group", "Only as far as the counselors were concerned", "Our areas were so varied that this would have wasted time", "I doubt a nurse would have interest in listening to a diesel lecture", "New instructors might be encouraged to bring up problems and question--possibly an additional session for new instructors--just a short meeting", "To prevent overlap."

SA	A	N	D	SD	NR	
3	8	2	2	0	0	20. The project was well planned and efficiently operated.
20	53.3	13.3	13.3	0	0	

"Except on the part of the counselors. I thought they were ineffective in counseling. Guidance maybe! Counselors NO!" "A strong lack of advance information and communication from top office to the instructors."

SA	A	N	D	SD	NR	
1	2	2	9	1	0	21. The number of staff meetings should have been increased.
6.7	13.3	13.3	60	6.7	0	

"1 every week", "Hand outs would do OK", "Everything was accomplished that needed to be in the number we had", "Saw no need for more. Make them subject to call."

SA	A	N	D	SD	NR	
0	12	2	1	0	0	22. The students were interested and attentative in the 2½-day sessions.
0	80	13.3	6.7	0	0	

"Some were just putting in time", "Probably the last part of the session was hardest to get attention (after break)", "Some were too tired to care. Especially in the 1st session", "There were a few exceptions where a student had covered an area being explored", "Most were--although some never will be for the entire time."

SA	A	N	D	SD	NR	
1	8	3	2	1	0	23. The students elected the final interest session on the basis of the understanding of their abilities, interests, and self assessment.
6.7	53.3	20	13.3	6.7	0	

"With some reservations", "I would hope so although it could be possible friends could influence them into entering the same area", "I hope so!" "Some I feel went into another session because of friends, etc." "In some cases they went with a friend", "In cliques."

SA	A	N	D	SD	NR
3	10	1	1	0	1
20	66.7	6.7	6.7	0	6.7

24. The students were honestly seeking information which they could draw upon in setting their goal.

"I certainly feel they were in my sessions", "Most of them were. Some were on a lark", "Some yes, some no", "To an extent."

SA	A	N	D	SD	NR
1	8	1	2	0	3
6.7	53.3	6.7	13.3	0	20

25. The three field trips (Sioux Falls, Sioux City, Minneapolis) helped to broaden the occupational alternatives for most students.

"Noticed alot of interest when students would see key-punch and other machines", "A waste of time in most cases. Some bad tours hurt their idea. Kids complained of being bored."

SA	A	N	D	SD	NR
1	5	0	4	1	4
6.7	33.3	0	26.7	6.7	26.7

26. The three field trips (Sioux Falls, Sioux City, Minneapolis) helped to provide further depth of insight into your area of instruction.

"I believe the field trips should be given careful study. How about a long, one-day field trip to Omaha, eliminating overnight costs", "None whatsoever in the one I was involved with", "Minneapolis," "I did not tour anything in my field."

SA	A	N	D	SD	NR
1	4	4	3	2	1
6.7	26.7	26.7	20	13.3	6.7

27. Less emphasis should have been placed on total group field trips.

"The Minneapolis one seemed to be good", "Possibly more interest in the students' desires on trip", "I question the two-day field trip to Minneapolis. It must be very costly, and I wonder just how much benefit was derived. Could Omaha be covered in one day?" "The total group field trips serve a purpose but I would be interested in field trips in an area (such as Business, or Combine Business, Retailing, Data Processing). The scheduling problem is of course apparent."

SA	A	N	D	SD	NR
4	5	1	2	0	3
26.7	33.3	6.7	13.3	0	20

28. The field trips conducted as part of the 2½-day interest sessions helped the students to better relate to the activities conducted in the laboratory and or classroom.

"In my area, field trips were very important", "It would not have been much of a course without Mr. Puck or Vermillion."

SA	A	N	D	SD	NR
3	10	2	0	0	0
20	66.7	13.3	0	0	0

29. The project contributed to the students' social development.

"They certainly paired up fast", "I believe most have become more aware of more things."

SA	A	N	D	SD	NR
0	0	2	8	2	3
0	0	13.3	53.3	13.3	20

30. The project would have been more successful if conducted for students that had just completed the 10th rather than the 11th year in school.

"A couple of thoughts: (1) the immaturity of 10th compared to 11th graders, (2) it might be more advantageous to give them orientation before they miss the opportunity to take a course in a small school. For example, Bookkeeping and Shorthand are often taught on alternate years."

CHAPTER VI

EVALUATION, 1972

Evaluation of the project was continued in 1972. The same formal evaluations used for the participants and staff in 1971 was utilized again. The only changes made in the evaluation were in the lengths of time spent in the exploratory sessions and the preparatory session. The exploratory sessions in 1971 were each three days in duration and in 1972, two and one-half days. The preparatory session was five days in 1971 and three days in 1972.

Participant Evaluation

A total of 104 participants completed the 1972 evaluation. A No Response (NR) option was not utilized on the 1972 evaluation, but as in 1971 some participants did not respond to each statement, so a No Response category was added for reporting purposes.

The first row of numbers under the response options gives the number of participants who selected the respective response. The second row of numbers gives the percentage of participants that selected each response. Below each statement some of the typical comments made are presented.

INSTRUCTIONAL

SA	A	D	SD	NR	1. The material was presented in such a way that I could understand it.
46	56	0	0	2	
44.2	53.8	0	0	1.9	

"Because the teachers had films which helped in their teaching", "Everyone seemed really anxious--we understood", "The teachers worked at our level", "Sometimes it was a little hard to comprehend", "This is true in some cases, but in some areas left unorganized", "Very well", "Sometimes, sometimes not", "In most classes, everything was well presented", "Most classes were presented beautifully", "Nothing was too hard to understand", "Some classes were better than others."

SA	A	D	SD	NR	2. The program of instruction was well organized.
22	70	12	0	0	
21.2	67.3	11.5	0	0	

"Some were not and some were", "Good as possible", "Not all times", "At times, classes became too large due to changes in interest. Students had to choose sessions by just name. Many took something they didn't want and later changed--creating too many in one class", "Pretty much so", "Some instructors did not totally have all the time in the world to prepare", "There were a few mix-ups", "Most of the time", "Overall it was well organized", "Some weren't,

no format", "Pretty well organized", "Some instructors did not know what was expected of them", "The field trips should be organized better."

SA	A	D	SD	NR	3. The instructor presented the material interestingly.
25	75	4	0	0	
24	72.1	3.8	0	0	

"Some of them did", "Two were interesting, but the other 4 were bad", "Majority", "The teachers were very good", "In some cases", "Usually", "Too much lecture", "Depended on the instructor", "I enjoyed all my courses", "At times early morning lecture was boring."

SA	A	D	SD	NR	4. Enough student participation was allowed in the session to aid in learning.
54	46	2	0	2	
51.9	44.2	1.9	0	1.9	

"Very satisfactory", "Sometimes too much, too many", "We got to participate, that's what made S.T.O.P. good", "Some classes and tours were too large for adequate participation."

SA	A	D	SD	NR	5. There was enough time to explore and discuss material presented.
11	47	42	4	0	
10.6	45.2	40.4	3.8	0	

"Just one more week would help alot", "Some could have been longer to get more out of it", "Some of the areas there didn't seem to be enough people", "On some not on all", "In some classes, yes", "More time would have helped", "2½ days was ample time to get into it, but not to really tear it apart," "More time should be alloted to each area", "The areas were usually too wide to cover in a short time", "Not all classes were completed", "Some classes were so interesting they could have used more time", "Wish there had been more time", "For some classes it was sufficient and others needed more time", "I think 20 weeks would be better. Another day and one less area would be better", "No way."

SA	A	D	SD	NR	6. I feel that 2½ days were definitely needed to cover the material.
51	28	19	6	0	
49	26.9	18.3	5.8	0	

"More, try 3", "Sometimes we weren't very busy", "Not always", "At least", "It didn't even give a good start", "Maybe more if possible", "At least, if not more", "I think the extra ½ day is unnecessary", "Mostly need more than 2½."

SA	A	D	SD	NR	7. In the future I plan on pursuing the vocational area presented in my three day interest session.
35	32	23	5	9	
33.7	30.8	22.1	4.8	8.7	

"I have no idea at this time", "I really like what I had picked", "I still haven't found a vocation I'm really, really interested in", "The chances are very good but my choice is subject to change", "There wasn't anything in cosmetology", "Not sure, but is a possibility", "It would be too much work for me", "Information will be useful indirectly."

SA	A	D	SD	NR	8. My vocational choice has changed since attending S.T.O.P.
12	22	38	23	9	
11.5	21.2	36.5	22.1	8.7	

"I still haven't decided on a career yet", "I had 2 choices and finally decided the right one", "It stayed about the same but helped make me more aware of the different opportunities in the field", "Not really, it never was made", "I had explored my choice previously", "I had my choice already picked before I came and didn't change my mind", "I'm not certain anymore", "It hasn't, I've been enlightened about it though", "I'm still not sure", "The S.T.O.P. program only strengthened my choice", "No comment", "Was going to be a teacher, not any more."

SA	A	D	SD	NR	9. The variety and type of evening activities was adequate for the program.
12	40	34	16	2	
11.5	38.5	32.	15.4	1.9	

"It was always fun and interesting", "Pool night should be only for S.T.O.P.", "Wasn't enough variety", "The kids should have a choice of stuff they want to do. I know it's hard for the counselors to set this up", "Choices were great if they would have carried through", "Students should be able to do with their nights what they want to do", "There was a lot of things planned, but they fell through", "Not enough kids participate, one instructor was bad", "Very well organized", "More free time would be better", "The activities that depended on the weather weren't backed by anything else. The swimming bombed out almost every time", "Very satisfied", "Kept changing the posted activities and used mostly pool, dances, and gym", "Too much repetition of activities", "Almost all the most interesting activities fell through", "Something more interesting and later hours."

SA	A	D	SD	NR	10. I was able to enjoy myself and take advantage of the activities offered without too much money.
29	57	14	3	1	
27.9	54.8	13.5	2.9	1	

"It didn't cost much at all", "I didn't but a guy could", "Not always", "Movies were too expensive", Except for emergencies (eating)", "It seemed like we were eating too many ham sandwiches", "Easy", "I even saved a little, for being in school", "I didn't spend too much money but I didn't enjoy myself, either", "The students had to pay when they went to the races and roller skating", "Sometimes cost was a definite problem."

SA	A	D	SD	NR	11. There were enough activities on the weekends to keep them interesting.
6	26	30	20	22	
5.8	25	28.8	19.2	21.2	

"Nearly every activity for the weekends were cancelled", "Should be more offered", "You didn't even have to go if you didn't want to", "They kind of let things slide and that was bad", "The weekends should be a time for the student alone", "Needed more weekend activities", "A little too much activities", "It was boring", "Could have had free swimming", "The canoe trip bombed,

nothing to do in the afternoons", "There weren't much for activities but you need the weekends to relax from the hectic week", "Not during the day", "Too many cancelled."

Note: About 30 to 40 percent of the participants stayed on weekends.

FIELD TRIPS

SA	A	D	SD	NR	
59	42	3	0	0	12. Field trips helped to make me more aware of job opportunities.
56.7	40.4	2.9	0	0	

"They were fun", "They were OK", "Very much so", "They made it interesting and I learned most from them", "If the guide was good it was great", "SA because I didn't realize there were so many kinds of jobs", "Very interesting", "Seemed very helpful", "The field trips really showed us on the job working. And showed a variety of job opportunities which couldn't be covered otherwise", "It helped me because I never really knew what an office was like."

SA	A	D	SD	NR	
31	65	5	3	0	13. The field trip to Sioux Falls was interesting and informative.
29.8	62.5	4.8	2.9	0	75 YES 25 NO 4 NR I have visited Sioux Falls previously.

"More time was needed though", "Very helpful", "Pretty boring", "Only Morrels", "I enjoyed John Morrell very much", "Yes, but never any factory", "Although I live there I was shown new things", "It was like a tourist tour. We're not tourists."

SA	A	D	SD	NR	
39	61	3	0	1	14. The field trip to Sioux City was interesting and informative.
37.5	58.7	2.9	0	1	44 YES 56 NO 2 NR I have visited Sioux City previously.

"Had good guides and were told of job opportunities", "Nice to see other states enjoyed that", "It was very interesting", "Very helpful."

SA	A	D	SD	NR	
70	31	3	0	0	15. The field trip to Minneapolis was interesting and informative.
67.3	29.8	2.9	0	0	33 YES 67 NO 2 NR I have visited Minneapolis previously.

"Another day would be appreciated", "Very, although another day in the city would be very good for vocational study", "Another day in Minneapolis would be recommended", "It helped me decide upon my occupation", "Minneapolis was a really neat trip!" "Even exhausting", "More time", "Boring", "Good tours."

SA	A	D	SD	NR	
16	49	30	7	2	16. Counseling activities helped to make me more aware of vocational areas.
15.4	47.1	28.8	6.7	1.9	

"No cut down sessions", "Not really", "Counseling didn't deal with this", "No", "Didn't discuss it", "We talked much about occupations", "To an extent", "Half & half", "No--talked about

other things", "Somewhat", "We didn't talk that much about vocations", "Talked more about our personal problems", "About half--more individual", "I don't feel we accomplished anything."

SA	A	D	SD	NR	17. I saw my counselor as often as I wanted to.
34	54	11	1	1	
32.7	51.9	10.6	3.8	1	

"Not really, but time didn't allow it", "He was always busy", "I would have liked to have seen my counselor more often but our schedules just were so tight", "There were too many other things--had to do. More counselors needed", "When I was there the door was locked and the counselor went home", "I guess?" "Sometimes he was busy", Sometimes more", "They should have more counselors--especially like-----", "He was available whenever I wanted to", "I didn't want to very often anyway", "I never had anything to see him about."

SA	A	D	SD	NR	18. I feel that there was an adequate amount of time for small group counseling.
26	57	12	9	0	
25	54.8	11.5	8.7	0	

"Need more time without dinner rush", "Yes, plenty of time", "The talks could have lasted longer", "(A) but didn't enjoy it", "I enjoyed it but I had an exceptional group and would have liked more time", "Maybe two days a week", "You just got to know the people and it was over", "Too much as far as I was concerned", "Too much", "The groups were too large and didn't have enough time to get acquainted", "They seemed long at times", "More time", "I don't think we should have to attend", "They shouldn't have been scheduled when activities were scheduled", "The group didn't confide openly their problems", "Could have done much more."

SA	A	D	SD	NR	19. My counselor made an attempt to aid me in understanding my abilities, personality, and their relationship to a vocational choice.
37	59	2	5	1	
35.6	56.7	1.9	4.8	1	

"He tried, I am difficult to counsel", "Very well", "I became more aware of myself?? I think", "Very much", "He was wonderful", "Not that much, but a little", "Sort of", "She was very concerned about me. That was nice", "Ya damned right, he's a great guy."

SA	A	D	SD	NR	20. I felt that the living situation in the dormitory was a valuable experience.
60	40	2	1	1	
57.7	38.5	1.9	1	1	

"Girls dorm was kind of strict", "Towards the end the R.A.'s (resident assistants) were angry at us and they made the dorms something to be avoided as much as possible. At the beginning it was fun", "This was one of my most valuable experiences that I'll never forget", "It helps to get along with people", "It was great", "Enjoyed it", "Dorm life--yes, dorm parents--no", "It was fun up until the last 2 weeks", "The dorm parents were not very cooperative", "The dorm life was great--hours and parents, no way", "Yes, a lot of fun", "I enjoyed it most of the time", "It was like a cage--dorm parents", "I meet many new personalities", "I hated the hours (too strict)", "It really was!" "Except I felt some of the rules

were a little too harsh", "Definitely a sampling of college life", "I definitely decided I didn't like it", "Maybe co-ed dorms."

GENERAL

SA	A	D	SD	NR	21. Daily schedules allowed adequate time for instruction and enjoyment.
27	53	21	3	0	
26	51	20.1	2.9	0	

"More free time", "1½ hours is too long in one session", "Much time was alloted for study and work but breaks were rather long if you wanted to work and the teacher was still on break", "8 to 4 is a very rigid schedule and anyone needing something from a store didn't have time to get it before the stores closed", "Didn't have enough leisure time, especially the first week", "If you made use of your time, there was enough", "No time for outside activities", "Classes should have started at 9 and ended at 3", "We could have had a little more free time", "Didn't think we needed all the time for breaks", "Lunch hour is too short!" "Too confined, restrictive", "Not enough time for yourself, couldn't do anything of your own", "This was pretty good", "It was rushed."

SA	A	D	SD	NR	22. I have a better understanding of occupational choices now than when I started the program.
60	44	0	0	0	
57.7	42.3	0	0	0	

"Very much so", "You bet", "It helped", "Definitely", "The field trips especially gave me ideas", "Much better", "The occupations I explored helped me a lot."

SA	A	D	SD	NR	23. I observed no discrimination of any type by the staff members during the entire program.
50	41	8	4	1	
48.1	39.4	7.7	3.8	1	

"Sometimes", "Dorm parents and some staff", "Everyone was treated fairly", "One person", "Room dorm mothers", "There weren't any Negroes in the group", "In teaching ---- & ---- more help was given to the experienced than to the inexperienced", "None whatever."

SA	A	D	SD	NR	24. The occupation(s) in which I am interested was (were) offered in the two and a half day sessions.
45	40	13	5	1	
43.3	38.5	12.5	4.8	1	

"Yes it was and I am pursuing it", "Law enforcement not included", "I'm not interested in a vocational occupation", "No music offered", "I'm interested in teaching children", "Army work for one was not offered", "Special education", "Cosmotology and Home Economics", "Too many of the courses were only of interest to the boys."

SA	A	D	SD	NR	25. I would recommend the program to other students.
83	19	0	2	0	
79.8	18.3	0	1.9	0	

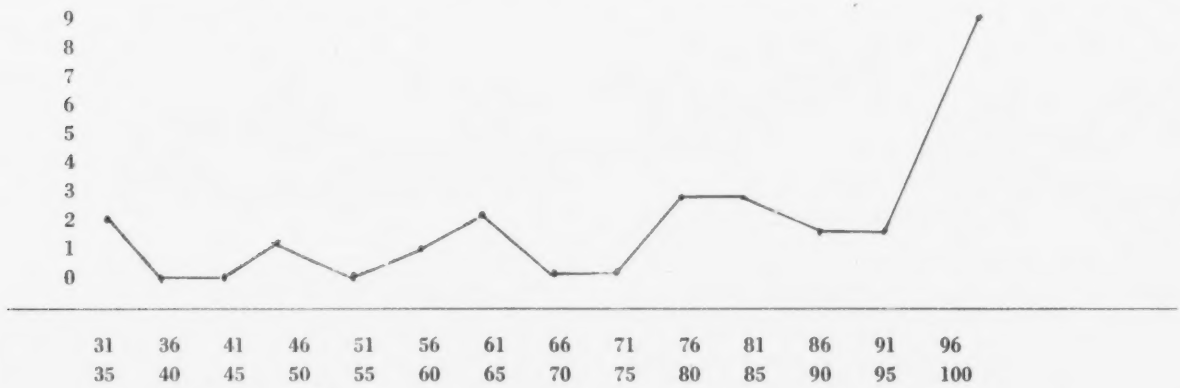
"It was a very worthwhile and helpful experience", "If they aren't going steady", "Yes, especially to students who don't have opportunities in school that give them rewarding experiences and to those who

seem to be lost. They don't need to be high grade average students either because they're the ones who usually know what they want in life", "Definitely", "Yes, it was great, except for dorm parents and proctors", "Definitely, but I would tell them about my bad experiences!" "Good experience", "Definitely, in all aspects", "Definitely, and if you get a flood of applications from ----, you'll know they're mostly inspired by me", "Yup", "One of the most valuable experiences of my life", "A very valuable academic and social program", "It is a good experience", "It was a great experience and everyone should get a chance at this", "It was definitely worthwhile, educating, and interesting", "I really enjoyed the program", "It is a fantastic program and I believe it could be valuable if the right people are introduced to the program", "I think it was great. Thank you!" "I believe that this program should be offered to sophomores in high school so this would give the student more adequate time to think about his career and look around for other occupations", "Good experience!" "I don't think enough students in my school applied this year", "It's great, keep up the good work", "Never, for one reason the hours and the dorm parents", "Not the way Seniors in high school were treated very immaturely in the dorm & the way the things were taken care of", "Very much so. Thank you for a wonderful summer!"

Summary of 1972 Participants' Evaluations

Table 3 graphically shows the students' evaluation of the 1972 program. The numbers on the left hand side present the number of statements falling in each of the positive statement ranges as indicated at the bottom of the table.

PARTICIPANTS' EVALUATION



The table indicates that only 3 statements on the project evaluation received less than 55% positive responses from the total 104 students.

One of these statements was number 8 which read "My vocational choice has changed since attending S.T.O.P." This statement received 33% positive response. Statement number 22, "I have a better understanding of occupational choices now than when I started the program", received a 100% positive response. So, although the majority of the participants did not change their occupation choice, the project objective of making South Dakota students more aware of occupational choice had definitely been accomplished.

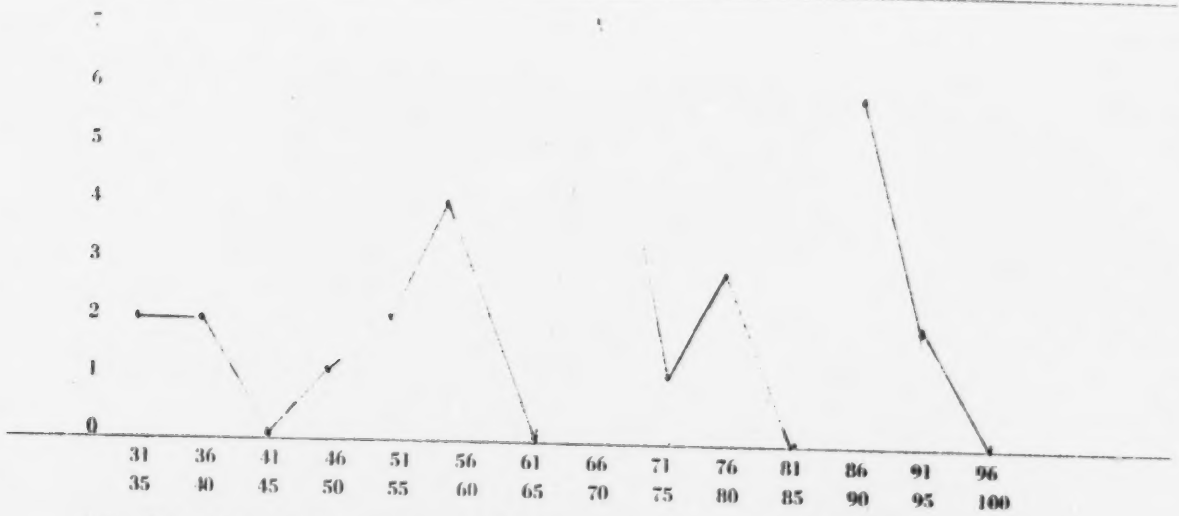
The remaining two statements receiving less than a 55% positive response both deal with the activities program. They were statements numbers 9 and 11 which received 50% and 31% positive responses respectively. Many of the activities were organized on the philosophy that the majority of the students participate on a voluntary basis or the activity would not be held. Sign-up sheets were provided for the various activities and if a majority had not registered to participate, the activity was cancelled. When an organized activity was cancelled, the activities reverted to "open activities." This was most often held in the campus gymnasium. At this time, all of the athletic equipment was available to students. Some equipment available were: trampoline, volleyball, basketball, tennis, softball, horseshoes, archery, golf, etc.

Table 2 graphically shows a tabulation of the staffs' evaluation of the project. A balance of positive and negative statements was used for the staff evaluation form. This was done primarily to help the administration determine weak points in the project. On

the graph below, negative responses to statements 3, 8, 10, 12, 14, 15, 16, 18, 19, 21, and 30 were interpreted as positive responses to the project.

Table 2.

STAFF EVALUATION



Of the 30 statements, only five received less than 50 percent positive response. Statement number 6, "The 3-day interest session helped the students to determine if this area was truly the occupational area for them to pursue', had a 46.7 percent positive reaction with 26.7 percent giving a neutral response. One staff member added the comment, "I doubt if anyone can determine in 3 days or 3 weeks if any area is truly the area for him." National statistics show that it takes many people years (often not even by retirement) to find an area that is truly for them.

Mixed responses were given for statements 10 and 11 which dealt with class size and uniformity. The responses and comments made tend to indicate that class size should not be regulated since students would not have the choice to select areas of interest. Initial scheduling should be kept to a minimum to allow students to change their areas of exploration.

Statement numbers 26 and 27 received mixed response. The field trips were organized to give the participants insight to occupational areas other than those provided in the instructional program, as well as to reinforce the instructional areas. Also, many of the industries and businesses similar to those offered as occupational areas in the project do not lend themselves to large group tours.

CONCLUSION

The major changes in the 1972 program were: more participants, one week shorter program, and responsibilities of counselors. The 1972 project enrolled 107 participants (81 participants in 1971) for the five week program (six weeks in 1971). The five weeks were comprised of six two and one-half days exploratory sessions (three days in 1971), a three day preparatory session (five days in 1971), and four days on field trips. The counselors were relieved of the resident parent responsibilities that they had in 1971, and resident parents were utilized.

APPENDICES

APPENDIX A

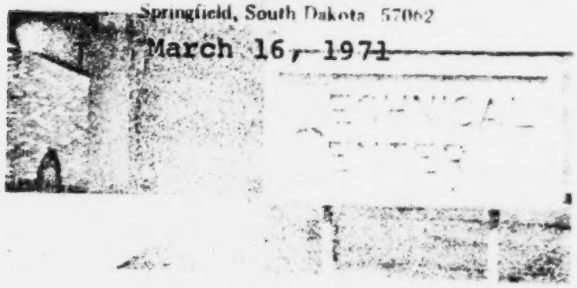
MATERIALS TO COUNSELORS

Phone :
605-369-2991

SOUTHERN STATE COLLEGE
DIVISION OF VOCATIONAL AND INDUSTRIAL EDUCATION
Springfield, South Dakota 57062

55

NCA
ACCREDITED
NCATE



March 16, 1971

VOCATIONAL
TEACHER EDUCATION

SOUTH DAKOTA
VOCATIONAL-TECHNICAL
INSTITUTE

- Auto Body Technology
- Automotive Technology
- Building Construction Technology
- Diesel and Power Controls Technology
- Drafting Technology
- Electronic Servicing
- Electronic Communications
- Industrial Electronics
- Machine Tool Technology

Dear Industrial Arts Teacher:

Do you have students that are uncertain about the occupation they should pursue following high school? If so, we have available to them a program that will help them to make a realistic choice. Southern's Trajectory Occupational Program (S.T.O.P.) is a workshop designed to provide students with an opportunity to explore several different occupational areas. S.T.O.P. is the helping hand your people have been looking for. It offers an opportunity to get first hand experience in possible career fields of their choice.

The program activities will be student centered and consists of demonstrations, small group discussions, shop or laboratory experiences, and various field trips to large business and industrial sites. The six week exploratory period starts June 14 and runs through July 23, 1971. The only cost to the student will be for his personal items, transportation to and from Springfield, and bedding items.

Students that have completed their junior year in high school may contact their counselor for further information and application form for the program.

Sincerely yours,

Dr. Thomas C. Stone, Chairman
Division of Voc. and Ind. Ed.

TCS/brf

SOUTHERN STATE COLLEGE
Springfield, So. Dak. 57062
APPLICATION FOR S.T.O.P.

Name_____ Age_____

Date of Birth_____ Phone number_____

Physical Handicaps, if any_____

Home address_____
(Street or Box No.) (City) (Zip Code)

High school_____ School address_____

Parents or Guardian_____

Parents Occupation: Father_____ Mother_____

Number of brothers and sisters living at home_____

Where have you worked:

Business or Employer	Type of work performed
1._____	_____
2._____	_____

CHECK FIVE OF THE FOLLOWING AREAS THAT YOU BELIEVE YOU WOULD BE INTERESTED IN EXPLORING.

___ Accounting
___ Auto Body
___ Aviation
___ Building Construction
___ Business Machines
___ Clerical
___ Data Processing
___ Diesel
___ Drafting
___ Electrical Wiring
___ Electronics
___ Food Service (Commercial)
___ Foundry and Pattern Making
___ Graphic Arts
___ Hydraulics & Pneumatics
___ Industrial Plastics
___ Machine Shop
___ Mechanics
___ Nursing
___ Retailing
___ Secretarial
___ Welding

If I am accepted for Southern's Trajectory Occupational Program (S.T.O.P.), I agree to put forth my best efforts in completing the program and agree to be in attendance for the entire six weeks.

Signed_____
(Applicant)

I approve of the above application and the applicants participation in the summer program.

Signed_____
(Parent or Guardian)

Phone :
605-369-2991

SOUTHERN STATE COLLEGE
DIVISION OF VOCATIONAL AND INDUSTRIAL EDUCATION
Springfield, South Dakota 57062

March 5, 1971

NCA
ACCREDITED
NCATE

VOCATIONAL
TEACHER EDUCATION

SOUTH DAKOTA
VOCATIONAL-TECHNICAL
INSTITUTE

--Auto Body
Technology

-Automotive
Technology

-Building
Construction
Technology

-Diesel and
Power Controls
Technology

-Drafting
Technology

-Electronic
Servicing

-Electronic
Communications

-Industrial
Electronics

-Machine
Tool
Technology

Dear :

During the summer of 1971, Southern State College will be conducting a workshop that will be of special interest to your students. The workshop is designed to provide students with an opportunity to explore several different occupational areas. The workshop will be six weeks in length (June 14-July 23) and will take a "student involvement" approach in the exploratory sessions.

The workshop is for students who have completed their junior year in high school and are interested in seeking information and experiences that will help them in making their occupational decisions. The workshop is designed to accomodate a cross section of student abilities. We are interested in students that show need, interest, and ability to profit from exploratory experiences.

The only cost to the student will be for his personal items, transportation (from his home to Springfield), and providing his own bedding.

Southern State College will not grant credit for the workshop. However, the student's home high school will receive a summary report on their students and you may grant credit at your discretion. The program will include 216 clock hours of instruction.

As counselor, we would hope that you will bring this opportunity to the attention of your students, (further details on the program are included in the enclosed brochures). Next, we would appreciate it if you would recommend a minimum of two girls and two boys from your school for participation in the program and assist them in making applications. The final selection of applicants will be made by Southern State College on May 1, which is the application deadline date.

We shall look forward to receiving the application from your students. If we may provide you with further information regarding the program, please feel free to call upon me.

Sincerely yours,

Dr. Thomas C. Stone, Chairman
Division of Voc. and Ind. Ed.

SOUTHERN STATE COLLEGE

Applicant's Name _____

Date of First Enrollment in School System _____
(Month) (Year)

DIRECTIONS: Please circle one of the numbers (from 1 through 10) opposite each of the factors in the left-hand column which you think nearest indicates the student's rating.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
INITIATIVE	1 2	3 4	5 6	7 8	9 10
Can he originate and carry through on ideas?	Has to be told everything to do.	Seldom goes ahead on his own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.
RELIABILITY	1 2	3 4	5 6	7 8	9 10
Can the student be depended upon?	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.
ATTITUDE	1 2	3 4	5 6	7 8	9 10
Does he have a good attitude toward school and work?	Bored; shows little enthusiasm.	Rationalizes his shortcomings and mistakes.	Normally enthusiastic about his work.	Tries to improve his work in most cases.	Is always alert to finding ways of improving work.
COOPERATION	1 2	3 4	5 6	7 8	9 10
Does he work well with others?	Always wants his own way; is hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with his associates.	Cooperates fully in all matters.
ATTENDANCE	1 2	3 4	5 6	7 8	9 10
Does he strive to be in attenance.	Constantly absent or tardy.	Absent or tardy more than the average student.	Seldom absent or tardy.	Absent or tardy only when excusable.	Always on time.
APPEARANCE	1 2	3 4	5 6	7 8	9 10
Is his dress and personal appearance business like?	Dress and personal appearance is unbusiness like.	Dress and personal appearance is sloppy and ungroomed.	Dress and personal appearance is neat and clean.	Personal dress and grooming neat and business like.	Exceptionally well dressed and concerned about appearance.

Brief Statement Regarding Student: _____

_____

Signed: _____

FOR FURTHER INFORMATION, CALL OR WRITE:

Director of Technical Studies
The University of South Dakota at Springfield
Springfield, South Dakota 57062

Phone: 605-369-2991

Project funded by the South Dakota Board of Vocational Education with funds available through Part "D" of the Vocational Education Amendments of 1968.

ANNOUNCING

For High School Juniors
A Summer Program

June 5 — July 7, 1972

THE UNIVERSITY OF SOUTH DAKOTA AT SPRINGFIELD

Springfield, South Dakota 57062

WHAT IS S.T.O.P.?

A once in a lifetime opportunity for 110 young men and women that have completed their junior year in high school.

An opportunity to obtain information and experiences helpful in making a career choice.

A program to provide you information regarding occupations in the industrial and business world.

HOW WILL I BENEFIT ?

Gaining career information and experience that will help you to plan your future.

Visiting business and industry in area industrial centers and observing work in various occupations.

Participating in informal discussions of interest to students.

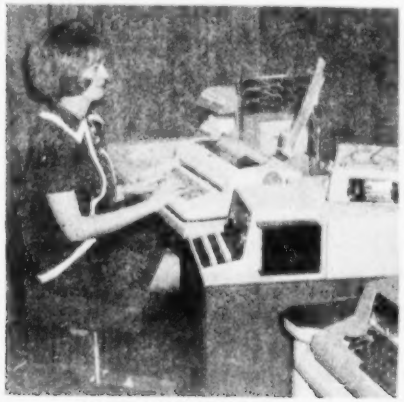
Assessing personal interests and abilities through discussion, counseling, and testing.

Getting to know other students from across the state.

Participating in recreational activities.

WHAT OCCUPATIONAL AREAS MAY I EXPLORE ?

Accounting & Business Machines
Auto Body
Auto Mechanics
Aviation
Building Construction
Clerical & Secretarial
Data Processing
Dental Technology & Assistant
Diesel
Drafting
Electrical Wiring
Electronics
Environmental Technology
Food Service (Commercial)
Foundry & Pattern Making
Graphic Arts & Media Technology
Hotel, Motel & Restraurant Management
Hydraulics & Pneumatics
Industrial Plastics
Machine Shop
Nursing
Photography Technology
Radio-TV Announcing
Retailing
Recreational Leadership
Welding



WHAT WILL IT COST ?

Food, lodging, and work shop fees will be paid by the project.

Students accepted will furnish only

+Bedding
+Items of personal use
+Transportation to and from Springfield
+Current physical

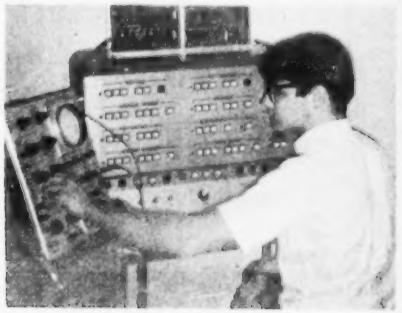
HOW CAN I BECOME A PART?

Discuss the opportunity with your parents.

Contact local counselor for application materials.

Prior to March 31, submit the following:

+Application Blank
+High School Transcript
+Counselor's Recommendation



APPENDIX B

INFORMATIVE NEWS RELEASES

Occupational educational program funded

High School students in South Dakota who qualify may take advantage of a unique exemplary project which will be sponsored this summer by Southern State College.

Dr. Thomas Stone, director of the project, received word this week that the project has been approved and money funded for the summer school session.

Approximately 90 students who have completed their junior year of high school will have the opportunity to participate in the program on Southern's campus. Stone said the participants would be chosen on a competitive basis.

The program is designed to assist young adults (15-19 years of age) to make the transition from general education, to occupational education, to employment in their chosen field.

He also said the program is orinented towards young adults who are handicapped due to their limited access to a broad educational program because of the small rural high schools attended.

The four-fold pruposes of the program include providing participants with information regarding the industrial and occupational world, providing students with exploratory experiences upon which they may draw in making career choices, giving students pre-occupational training in one occupational area, and by providing participants with developmental work in areas of reading, communication and mathematics.

Funding for the project came from federal money through the Vocational Education Ammendments of 1968 and was awarded for the Southern project by the Division of Vocational Technical Education in Pierre.

January 11, 1971

SSC officials announce 'STOP' program staff

Officials at Southern State College have announced staff members for 'STOP' Program, a unique summer program for high school juniors interested in exploring careers in various business and industrial areas.

Dr. Thomas Stone, Chairman, said Southern's Trajectory Occupational Program (STOP) is designed to assist young adults who have completed three years of high school to make the transition from general education to occupational education and eventually to employment in their chosen fields.

During the initial offering this summer, Southern officials will work with approximately 45 boys and 45 girls during the six-week program. The program will begin June 14 and will conclude July 23. Officials report they were swamped by applications and the final list of participants is now being prepared.

Stone said, "Our staff feels that the program is a once in a lifetime opportunity for 90 young men and women who have completed their junior year in high school to explore six occupational areas and to experience an in-depth study in one of these."

Ten Southern staff members will be teachers in the young-adult program. The instructors and areas of instruction include: Lowell Nelson, automotive; Keith Birks, industrial plastics; Ed Petrik, foundry and pattern making; Mike Jund, auto body repair and welding; Jim Watembach, diesel and hydraulics; Marion Heusinkveld, electronics; Pete Fallesen, drafting; Virgil Rauch, machine tool; William Leaverton, building construction and electrical wiring; and Roger Christians, aviation.

Larry Weier, student at Southern, will be activities director and will be assisted by Vicki Tjeerdsma of Springfield. Mrs. Don Larson of Springfield will be secretary and is in charge of clerical details for the program. Charlotte Clark of Tyndall is responsible for data processing and Mrs. Jim Sorensen of Yankton will instruct health occupations.

Southern's cafeteria manager Jon Zielsdorf will conduct classes in food services and H. A. Haight of Rapid City's Douglas High School will be in charge of retailing. Accounting will be taught by Linda Boulden, Southern business education graduate.

Joan Bryan of Springfield will teach business machines and Tom Lorang, Yankton High School Counselor, will serve as director of counseling. Dee Ketterling, counselor at Tyndall, will serve as ladies residence counselor and Carl Ritenour, counselor at Miller, will serve as counselor of the men's residence. Allen Burkhart, vocational education graduate this spring, will serve as assistant to Director Dr. Thomas Stone.

May 25, 1971

Program STOP Will Be Started At SSC

SPRINGFIELD — Officials at Southern State College are presently planning a unique summer porgram for high school juniors interested in exploring careers in various business and industrial areas.

Dr. Thomas Stone, chairman, announced recently the new summer program which has been named Southern's Trajectory Occupational Program (STOP). Stone said the program is designed to assist young adults who have completed three years of high school to make the transition from general education to occupational education and eventually to employment in their chosen field.

During the initial offering, Southern officials will work with approximately 45 boys and 45 girls during the six-week program. The program will begin on June 14 and will terminate on July 23.

The program chairman said the specific purpose of the program is to provide participants with the information and experiences regarding occupations in the industrial and business world. Additional benefits from the program will include pre-vocational and technical training in a specific occupational area and developmental work in the areas of reading, communication and mathematics.

Stone said, "Our staff feels that the program is a once in a life-time opportunity for 90 young men and women who have completed their junior year in high school to explore six occupational areas and to experience an in-depth study in one of these."

Occupational areas which students may explore during the summer session include accounting, auto body, aviation, building construction, business machines, clerical, data processing, diesel, drafting, electrical wiring, electronics, commercial food services, foundry and pattern making, graphic arts, hydraulics and pneumatics, industrial plastics, machine shop, mechanics, nursing, retailing, secretarial and welding.

Costs to the students will be minimal. Food, lodging and work shop fees will be paid for by the project. Only expenses for participants will be for bedding, items of personal use, and transportation to and from Southern State College.

Stone said the workshop is for students who are interested in seeking information and experience that will help them in making their occupational decisions. The six-weeks session is designed to accommodate a cross section of student abilities for students who show need, interest and ability to profit from exploratory experiences.

Alan Burkhart, senior student in vocational education, has assisted in outlining the program and worked with informational materials. The Cherokee, Iowa native said the college will not grant credit for the workshop. However, the student's home high school will receive a summary report on each student and may grant credit at its discretion. Burkhart said the program would include 216 clock hours of instruction.

The STOP program staff is presently contacting high school counselors throughout South Dakota. High school juniors interested in participating in the program should discuss the opportunity with their parents, obtain an application blank from their high school counselor or request an application by writing to Dr. Thomas Stone, Southern State College, Springfield, S.D. 57062.

Students should make application prior to May 1. Additional materials needed by each applicant include a copy of the high school transcript and a letter of recommendation from the high school counselor or school representative, Stone said.

March 1971

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APPENDIX C

NEWS RELEASES ON STUDENTS

Work In STOP Program

Laura Noble, daughter of Mr. and Mrs. Roy Noble of Elk Point, works in Health Occupation at Southern State College at Springfield as part of Southern's Trajectory Occupational Program (STOP). Pictured below is Sharon Hughes, daughter of Mr. and Mrs. Ben Hughes of Jefferson, as she works in Aviation at Southern in the same program. The two high school juniors are among the 82 students from the Midwest enrolled in the occupational exploration project, the only one of its kind in the United States.

Joanne Namminga accepted in SSC STOP program

Joanne Namminga was chosen as one of the ninety junior students of South Dakota to participate in Southern's Trajectory

Occupational Program which will be conducted on Southern's campus from June 14 to July 23. The program is designed to help students explore various occupational fields.

The money for the pro am was made available by the Vocational Amendment of 1968. Dr. Thomas Stone is the director of the program.

STOP: Southern's Trajectory Occupational Program

Southern State's Unique Program Gives HS Students Chance To View Occupations

By MILO DAILEY
P&D Associate Editor

SPRINGFIELD — A new program for high school juniors may not put a stop to their questioning future jobs, but STOP will help them gain insight into future career choices.

The program, Southern's Trajectory Occupational Program (STOP), is designed to give the 81 enrolled students who will enter their senior high school year this fall a better idea of what is involved in potential occupations.

The reason for the program, according to Dr. Tom Stone, director of the Southern State College division of Vocational-Technical education, is that many students in the state lack much background on future occupations.

"We're asking kids in high school what they want to be — and they are about as much in the dark for an answer as trying to order from a menu in a foreign language," he said.

So, under federal funding of the Vocational Education Amendment of 1968, Southern received $45,000 to operate their "exemplary" — experimental — program.

The project began June 7 with a staff workshop, said Dr. Stone, to aid in coordination of the program of exploration for the young people.

"Basically," he said, "We're all walking down pretty much of a new path."

The program is apparently quite unique in the nation.

Students began their program June 14 and the scheduling runs for six "exploratory" sessions field trips to Sioux Falls, Sioux City and Minneapolis, special interest sessions and counseling through July 23.

The staff of 28 includes instructors in vocational areas ranging from accounting to auto body; nursing to industrial plastics; and aviation to food services.

And besides just letting students get a taste of the 21 vocational fields covered, an intensive counseling program is a vital part of the program.

The students are living on the SSC campus, and, said Dr. Stone, "I feel that we have an exceptional counseling staff and basically they are living right with the students."

Coming from 54 different high schools in the state, about half of the students stay over the weekends, too, for additional activities.

An example of the entire project described as "a very practical counseling program," Dr. Stone said the students are also among the first to receive a vocational personal interest test slated for later use in schools throughout the nation.

All told, the only expense for the student is his own personal needs. But he must learn to keep his own "house" in the dormitory — exactly as if he or she (enrollment is about half boys and half girls) were attending school.

"There are so many of these things that become a learning experience," said Dr. Stone.

"Students are searching for information of this type," he said, and their reaction has shown that "there is a need for this type of thing."

Since the students represent a cross section of students — grade averages range from slightly below "D" to straight "A" — Dr. Stone added, "We're not concentrating on just one area of occupation, but on occupational ladders to show both horizontal and vertical job movement."

As students still have a year of high school, counseling also includes aid on what courses the student could take yet in school to prepare himself for further training.

The students are also "evaluated" but not graded on their work. "The kids are truly experimenting," Dr. Stone said, adding that evaluation is more related to student attitude than "performance".

Girls, for instance, are in a wider exploratory program than might be expected. One participated in a mechanics session and quite a few are enrolled in electronics courses.

The informal program style has also shown that, "Some of these kids show much more potential here than their high school grades would indicate."

Part of this, he said, is because "The kids are not quite as reluctant to ask 'stupid questions' because they don't worry about a bad grade."

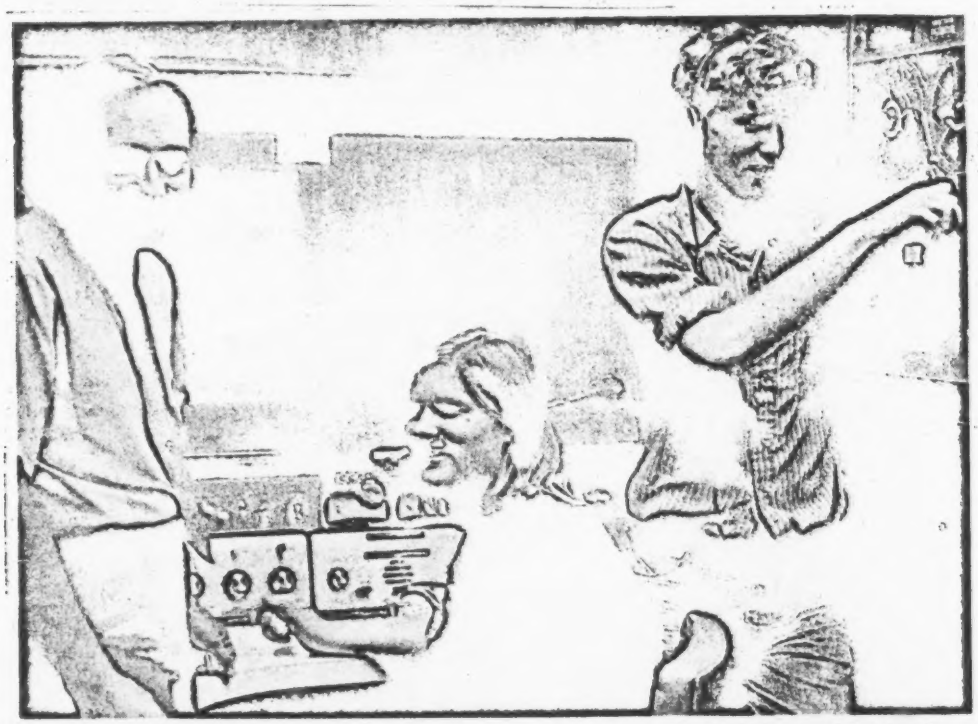
"We're trying to take a very positive approach to all of our contact with the student," he added.

Stone wrote the basic draft of the project, and, he said, he has been aided especially by his steering committee members including Laurel Iverson, coordinator of the vocational-technical program; Dr. Richard Black, counselor; Keith Birks head of industrial arts; and Dr. Marvin Schamber, chairman of the business education department.

"Even with our reorganization of our high schools, many are still not large enough to provide the student this wide an occupational exploratory experience," Dr. Stone said.

And besides offering this, STOP also gives intensive counseling for the students along with a chance at testing "social adjustment" for further schooling after high school.

Among STOP mechanics students under direction of Lowell Nelson at left are Mike Sternhagen of Scotland and, at right, Don Gunderson of Menno. The auto mechanics sessions give a wide overview of aspects of the jobs involved in keeping cars safely on the road.



STOP program students learning electronics get a chance to learn radio at the studios of Southern State College's radio station KSTI. From left are instructor Marion Heusinkveld, Kris Sanders of Lake Andes and Ron Bradner of Platte. Kris is at a radio control board and Ron is testing tapes for "broadcast".

(Press and Dakotan Photos by Dailey)

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STOP Students At SSC

Learning use of fiberglass at the industrial arts plastics workshop are Tom Sailor of Vermillion and Mary Winckler of Tyndall under the eye of Industrial Arts director Keith Birks. Not only do students in the STOP program learn what is involved in career opportunities, they also get a chance — like this — to actually get involved in work experience.

DR. THOMAS STONE, Director of Southern's Trajectory Occupational Program (STOP), welcomes 88 high school juniors to the SSC campus. Stone noted that the program, which is designed to help high school students explore occupational opportunities, is the only one of its kind in the nation. "We're looking forward to an extremely exciting six weeks," Stone said. The program which began June 14, runs through July 23. (Photo by Don Warfield)

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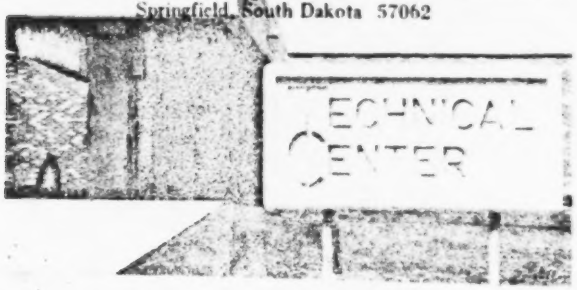
APPENDIX D

LETTER OF INTRODUCTION

Phone
605-369-2991

SOUTHERN STATE COLLEGE
DIVISION OF VOCATIONAL AND INDUSTRIAL EDUCATION
Springfield, South Dakota 57062



March 25, 1971

VOCATIONAL
TEACHER EDUCATION

SOUTH DAKOTA
VOCATIONAL-TECHNICAL
INSTITUTE

- Auto Body Technology
- Automotive Technology
- Building Construction Technology
- Diesel and Power Controls Technology
- Drafting Technology
- Electronic Servicing
- Electronic Communications
- Industrial Electronics
- Machine Tool Technology

Dear :

During the past week you received information on our S.T.O.P. (Southern's Tradjectory Occupational Program). We hope that you have had time to review these materials and to relay this information to your stude s.

I want to take this opportunity to introduce Mr. Allen Burkhart, who is working part time with our project. My reason for doing this, is that he will be in your area on , and will be stopping by to visit with you regarding the procedures to be followed by the students in applying for participation in the program.

If we may be of any assistance to you or to your students, please feel free to call upon me.

Sincerely yours,

Dr. Thomas C. Stone, Chairman
Division of Voc. and Ind. Ed.

TCS/brf

APPENDIX E

LETTER OF ACCEPTANCE

Phone :
605-369-2991

SOUTHERN STATE COLLEGE
DIVISION OF VOCATIONAL AND INDUSTRIAL EDUCATION
Springfield, South Dakota 57062

NCA
ACCREDITED
NCATE

Dear

It is my pleasure to inform you that you have been selected as a participant in our S.T.O.P. (Southerns Trajectory Occupational Program) for this summer.

Your participation in the program will be from June 14 through July 23. The program will involve a busy and active schedule Monday through Friday. You may return home over the weekend if you have transportation and desire to do so. However, we will provide housing, meals, and some activities over the weekend for those that desire to remain on campus.

We are asking all participants to arrive on campus between the hours of 8:00 and 11:30 A.M. on Monday, June 14, 1971. During this time, you will be registered in and given an opportunity to move into your dorm room. Upon arrival, you are to report to Ludeman Hall which is at the west end of 13th street (a map is enclosed). You will need to bring your own bed sheets, blankets, pillow and pillow case.

Your participation in the program will begin at 1:00 following dinner which will be served in Montgomery Center. We are confident you will find the six weeks to be interesting, stimulating, and an educational experience you will not forget. We are asking that all participants be in attendance for the entire six weeks.

Please complete and return the enclosed card to confirm your acceptance. Your acceptance must be received by Wednesday, May 12, to reserve a place for you in the program. After that date, we will be accepting students that have been accepted as alternates.

We shall look forward to receiving your confirmation by return mail and to having you with us this summer.

Sincerely yours,

Dr. Thomas C. Stone, Chairman
Division of Voc. and Ind. Ed.

TCS/brf

Enclosure

VOCATIONAL
TEACHER EDUCATION

SOUTH DAKOTA
VOCATIONAL-TECHNICAL
INSTITUTE

- Auto Body Technology
- Automotive Technology
- Building Construction Technology
- Diesel and Power Controls Technology
- Drafting Technology
- Electronic Servicing
- Electronic Communications
- Industrial Electronics
- Machine Tool Technology

APPENDIX F

SUMMARY ON PARENTS' OCCUPATION

Appendix F

PARENTS OCCUPATIONS

5 have no father
1 has neither father or mother

FATHER	MOTHER
38% farms (33)	57% housewife (50)
mechanic (4)	teacher (6)
salesman (3)	nurse (4)
storemanager (3)	cook (3)
post office clerk (2)	secretaries (3)
rancher (2)	nurses aid (3)
teacher (2)	seamstress (3)
carpenter (2)	beautician (2)
retired	clerk-typist (2)
bus driver	teacher's aid (2)
fireman	bank teller (2)
printer	O.E.O.
construction	waitress
cafe owner	librarian
maintenance	farms
photography	sells Avon
sheet metal	maid
cook	bus driver
state highway worker	bookkeeper
travel counselman	telephone operator
water commissioner	
refrigeration technician	
highway engineer	
auto dealer	
welder	
liquor store owner	
barber	
services business machines	
railroad worker	
works for Northwestern Bell	

PARTICIPANTS IN WORK EXPERIENCE

no experience (5)	dishwasher (3)
farm work (25)	service station attendant
babysetting (7)	painter
reporting	mechanic
photography	custodial work (17)
cool	car hop
baking	waitress (2)
retail	house cleaning (3)
office work	nurses aid (3)
manual labor	secretarial (6)
carpentry (2)	delivery boy
recreation work	trucking
paperboy (2)	usher
NYC (3)	maid (2)
projectionist (2)	printing office (2)

APPENDIX G

STAFF ROSTER

SOUTHERN STATE COLLEGE
S.T.O.P. Program
June 14 - July 23, 1971

STAFF and ROOM SCHEDULE

Staff Member	Area	Office	Class Room
Linda Boulden	Accounting		MH 11
Mike Jund	Auto Body	MS 5	MT 6
Roger Christians	Aviation	AM 6	AM 9
Wm. Leaverton	Building Const.	TC 115	IA 17
Joanne Bryan	Business Machines		MH 11
Iva Larsen	Clerical		MH 10
Charlotte Clark	Data Processing		TC 125
Jim Watembach	Diesel Mechanics	TC 101A	TC 1
Wm. Leaverton	Electrical Wiring	TC 115	IA 17
Marion Heusinkveld	Electronics	TC 111	TC 107
Ed Petrik	Foundry & Pattern Making	IA 23	IA 20 & 27
Jon Zielsdorf	Food Services		Mont. Center
Carolyn Sorenson	Health Occupations		TC 112
Charles Bryan	Hydraulics	TC 105	TC 118
Keith Birks	Industrial Plastics	IA 26	IA 3
Lowell Nelson	Mechanics	AM 2	AM 3
Virgil Rauch	Machine Tool	MS 11	MT 1 & 13
H. A. Haight	Retailing		TC 113
Iva Larsen	Secretarial		MH 10
Mike Jund	Welding	MS 5	MT 6 & AM 1
Tom Lorang	Counselor	LH 110	
Carl Ritenour	Dorm Counselor	LH 109	
Dee Ketterling	Dorm Counselor	LH 129	
Larry Weier	Activities Director		
Vickie Tjeersdma	Activities		
Allen Burkhart	Assist. Director	TC 122	
Thomas Stone	Director	TC 134	

SOUTHERN STATE COLLEGE
Springfield, South Dakota

Employment Notice

Name:_____ This notice is to inform you that you have been appointed to the staff of Southern State College's S.T.O.P. program in the capacity of

_____

and such other duties and responsibilities as requested or assigned, for the period of_____to _____.

Your salary has been set at $_____for the period of service and will be paid in two installments:

_____July 9, 1971

_____July 23, 1971

Your duties will be prescribed by the Project Director with the approval of the President and the Regents of Education.

If you accept the conditions of employment as set forth, sign this notification and return it to the Director's Office no later than June 7, 1971.

Special conditions of remuneration or employment are set forth as follows:

_____

_____

_____ _____

Staff Employee Project Director

APPENDIX H

STAFF WORKSHOP

NOTICE

TO: S.T.O.P. Program Staff

FROM: T. Stone

SUBJECT: Teaching Assignment, teaching area(s), and salary.

1. You will be on the program staff for the sessions encircled and with responsibilities as noted.

   Staff Work

   Session #1 _____

   Session #2 _____

   Session #3 _____

   Session #4 _____

   Session #5 _____

   Session #6 _____

   Interest Session _____

   Other Days _____

*NOTE: A daily schedule is attached.

2. Your salary will be paid in two payments:

   1st 5 weeks of project _____

   Last 2 weeks of project _____

   TOTAL _____

3. You will be issued a contract following the Board of Regent's May Meeting.

* Included in Appendix I

Appendix H
SOUTHERN STATE COLLEGE
S.T.O.P.
STAFF WORKSHOP
June 7 - 11, 1971

Monday:

9:00-10:00	Welcome, Introductions, Workshop Procedures.....Stone
10:00-10:30	Coffee
10:30-12:00	Background on project.....Stone Room Assignments
12:00-1:00	Lunch
1:00-4:00	Individual developmental work

Tuesday:

9:00-10:00	Summary on student participants....Lorang
10:00-10:30	Coffee
10:30-12:00	Student Regulations and Housing....Ketterling & Ritenour
12:00-1:00	Lunch
1:00-4:00	Individual developmental work

Wednesday:

9:00-10:00	Counseling & testing program.....Lorang Activities Program.....Weier
10:00-10:30	Coffee
10:30-12:00	Student evaluation.....Stone Project evaluation.....Stone Reporting back to high school.....Stone Field trips.....Burkhart
12:00-1:00	Lunch
1:00-4:00	Individual developmental work

Thursday:

9:00-10:00	Reports by instructors on 3 day exploratory instructional program Automotive.....Nelson Auto Body & Welding.....Jund Diesel.....Watembach
10:00-10:30	Coffee

10:30-12:00	Electronics	Heusinkveld
	Drafting	Fallesen
	Machine Shop	Rauch
	Building Const. & Electric Wiring	Leaverton
12:00-1:00	Lunch	
1:00-4:00	Individual developmental work	

Friday:

9:00-10:00	Secretarial & Clerical	Larson
	Data Processing	Clark
	Health Occupations	Sorensen
10:00-10:30	Coffee	
10:30-12:00	Accounting	Boulden
	Business Machines	J. Bryan
	Hydraulics	C. Bryan
	Work Shop Summary	Stone

APPENDIX I

SCHEDULES

SOUTHERN STATE COLLEGE
S.T.O.P. PROGRAM
June 14-July 23, 1971
Schedule of Areas Offered

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Accounting	X			X	X	X
Auto Body	X		X		X	
Aviation			X	X		
Building Const.	X	X			X	
Business Machines	X	X	X			X
Clerical	X	X				X
Data Processing	X		X		X	X
Diesel Mech.	X	X	X			
Drafting	X	X			X	X
Electrical Wiring						X
Electronics	X		X	X		X
Foundry & Pattern Mk.						X
Food Service	X	X				
Health Occ.		X	X	X		
Hydraulics				X	X	
Industrial Plastics			X	X	X	
Mechanics		X	X	X		
Machine Tool	X	X	X			
Retailing				X	X	X
Secretarial			X	X	X	
Welding		X		X		X

SOUTHERN'S TRAJECTORY OCCUPATIONAL PROGRAM

Daily Schedule

1st week	
Mon., June 7	Staff workshop
Tue., June 8	Staff workshop
Wed., June 9	Staff workshop
Thur., June 10	Staff workshop
Fri., June 11	Staff workshop
2nd week	
Mon. June 14	A.M.=Students register & check in
	P.M.=Students orientation
Tue., June 15	1st session
Wed., June 16	1st session
Thur., June 17	1st session
Fri., June 18	2nd session
3rd week	
Mon., June 21	2nd session
Tue., June 22	2nd session
Wed., June 23	3rd session
Thur., June 24	3rd session
Fri., June 25	3rd session
4th week	
Mon., June 28	4th session
Tue., June 29	4th session
Wed., June 30	4th session
Thur., July 1	Field trip to Sioux Falls
Fri., July 2	5th session

5th week

Mon., July 5	Holiday
Tue., July 6	5th session
Wed., July 7	5th session
Thur., July 8	Field trip to Sioux City
Fri., July 9	6th session

6th week

Mon., July 12	6th session
Tue., July 13	6th session
Wed., July 14	Field trip to Minneapolis
Thur., July 15	Field trip to Minneapolis
Fri., July 16	Interest session

7th week

Mon., July 19	Interest session
Tue., July 20	Interest session
Wed., July 21	Interest session
Thur., July 22	Interest session
Fri., July 23	A.M. Final Program Evaluation P.M. Check out

ASSIGNMENTS FOR FIRST SESSION

(July, 15-17)

DATA PROCESSING

Everhart, Marla
Harkless, Sharon
Hertel, Delia
Jacobs, Pam
Jons, Lorna
McClanahan, Teri
Moller, Pam
Moore, Mary
Rider, Lou Ann
Sly, Rexanne
Winckler, Mary

DIESEL MECH.

Cappel, Larry
Lee, Sam
Mettler, Kent
Smith, Ralph
Stein, Warren
Tilton, Lynn

DRAFTING

Gayette, Andy
Gill, Bob
Houle, Dianna
Huwe, Thomas
Sanders, Kris
Schuttleffel, Mike

MACHINE TOOL

Blide, Lawrence
Goehring, Gaylord
Hawki, Kenneth
Moore, Charles
Short, Jim
Strong, Warren

ELECTRONICS

Goehring, Donavan
Lee, Vince
McKane, Greg
Middletent, Dave
Oedekoven, Duane
Weslendorf, Randy
Zimmerman, Larry

FOOD SERVICE

Brown, Kathy
Carr, Barbara
Frink, Mary
Hughes, Sharon
Jensen, Pam
Lapour, Margaret
Namminga, Joanne
Peters, Mae Dean
Shippen, Nila
VanDentop, Wilma
Vrchota, Irene

ASSIGNMENTS FOR FIRST SESSION

(July, 15-17)

ACCOUNTING	AUTO BODY	BLDG. CONST.	BUS. MACH.	CLERICAL
Duchenaux, Marilyn	Andersh, Ed	Bradner, Ron	Clark, Jerry	Determan, Gale
Evans, Betty	Birney, Rex	Brakke, Kim	Hunt, Debbie	
Jennings, Vicky	Cole, Scott	Gunderson, Donald	Jacobsen, Kathryn	Fuehrer, Jackie
Mahto, Karen	Jensen, Vernon	Herbst, Robert	Keller, Pamela	Jackson, Jaunita
Novy, Diane	Knutson, Roland	Hohn, Randal	Malloy, Steve	Noble, Laura
Saterness, DeeAnn	Langbehn, Dennis	Thaler, Tom	Slaba, Danny	Tisdall, Nina
Turney, Rose	Rumelhart, Roger		Soukup, Jackie	Varns, Mary
VanNort, Norma	Sailor, Tom		Weisser, Lori	Stephenson, K.
Welch, Janice	Sternhagen, Mike			
	Wright, David			

ASSIGNMENTS FOR SECOND SESSION

BUSINESS MACH.

Frank, Mary
Fuehrer, Jacquelyn
Hertel, Delia
Jensen, Pam
Sanders, Kris
Shippen, Nila
Stephenson, Kathy
Tisdall, Nina
VanDentop, Wilma
Welch, Janice

CLERICAL

Everhart, Marla
Jacobs, Pam
Jacobsen, Kathy
Jennings, Vickie
Novy, Diane
Satterness, DeeAnn
Turney, Rose

DIESEL MECH.

Andersh, Ed
Birney, Rex
Gunderson, Don
Jensen, Lynn
Sternhagen, Mike
Strong, Jim

DRAFTING

Evans, Betty
Malloy, Steve
Moller, Pam
Peters, Mae
Rumelhart, Roger
Vrchota, Irene

ELEC. WIRING

Cole, Scott
Brakke, Kim
Hawki, Ken
Langbehn, Denn
Lee, Vince
Schuttleffel,
Smith, Ralph
Stein, Warren
Wright, Dave

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FOOD SERVICE

Clark, Jerry
Harkless, Sharon
Hunt, Debbie
Jons, Lorna
McClanahan, Teri
Moore, Charles
Noble, Lora
Rider, Lou Ann
Sailor, Tom
Sly, Rexanne
Soukup, Jackie
VanNoort, Norma
Varne, Mary

HEALTH OCC.

Brown, Kathy
Carr, Barbara
Determan, Gayle
Hughes, Sharon
Keller, Pam
Lapour, Margie
Namminga, Joanne
Weisser, Lori
Winckler, Mary

MECHANICS

Blide, Lawrence
Bradner, Ron
Gayette, Andy
Gill, Bob
Hohn, Randy
Knutson, Roland
Middletent, David
Moore, Mary
Thaler, Tom
Tilton, Lynn
Zimmerman, Larry

MACHINE TOOL

Cappel, Larry
Goehring, Don
Huwe, Tom
Lee, Sam
Oedekoven, Duane
Westendorf, Randy

WELDING

Goehring, Gaylo
Herbst, Robert
McKane, Greg
Mettler, Kent
Short, Jim
Slaba, Dan

SOUTHERN TRAJECTORY OCCUPATIONAL PROGRAM
Assignments for THIRD Session

AUTO BODY

Lawrence Blide
Dave Middletent
Chuck Moore
Jim Short
Lyn Tilton
Larry Zimmerman
Don Goehring

AVIATION

Ron Bradner
Delia Hertel
Don Gunderson
Andy Gayette
Bob Gill
Sam Lee
Steven Malloy
Mary Moore
Roger Rummelhart
Mike Sternhagen
Randy Westendorf
Mary Winckler

BUS. MACHINES

Kathy Brown
Sharon Hughes
Vicky Jennings
Margaret Lapour
Dee Ann Satterness
Rose Turney
Mary Varns

DATA PROC.

Mary Frink
Debbie Hunt
Pam Jensen
Pam Keller
Vince Lee
Joanne Namminga
Nila Shippen
Norma Van Noort
Irene Vrchota

DIESEL MECH.

Kim Brakke
Randy Hohn
Roland Knutson
Gregg McKane
Dave Wright

ELECTRONICS

Betty L. Evans
Robert Herbst
Gayle Determann
Mike Schuttleffel
Ralph Smith
Tom Thaler

HEALTH OCC.

Marla Everhart
Sharon Harkless
Pam Moller
Mae Peters
Rexanne Sly
Janice Welch

INDUST. PLASTICS

Teri McClanahan
Laura Noble
Kris Sanders
Nina Tisdall
Wilma Vandentop
Lori Weisser

MECHANICS

Ed Andersh
Larry Cappel
Gaylord Goehring
Kenneth Hawki
Dennis Langbehn
Kent Mettler
Duane Oedekoven
Tom Sailor
Dan Slaba
Warren Stein
Warren Strong

MACH. TOOL

Rex Birney
Jerry Clair
Scott Cole
Don Goehring
Tom Huwe
Lynn Jensen

SECRETARIAL

Barbara Carr
Jacquelyn Fuehrer
Kathy Jacobsen
Lorna Jons
Diane Novy
Lou Ann Rider
Jacky Soukup
Kathy Stephenson

ASSIGNMENTS FOR FOURTH SESSION

ACCOUNT.

Everhart, Marla
Hertel, Delia
Lapour, Margie
Namminga, Joanne
Malloy, Steve
Schuttlefel, Mike

AVIATION

Blide, Bill
Bradner, Ron
Determan, Gayle
Goehring, Gaylord
Hughes, Sharon
Knutson, Roland
Peters, Mae
Stein, Warren
Stephenson, Kathy
Vrchota, Irene
Zimmerman, Larry

ELECTRON.

Clark, Jerry
Gill, Bob
Hawki, Ken
Jennings, Vickie
Kris, Sanders
Slaba, Dan
Welch, Janice
Weisser, Lori

HEALTH OCC.

Frink, Mary
Hunt, Debbie
Jons, Lorna
McClanahan, Teri
Noble, Laura
Rider, Lou Ann
Shippen, Nila
Soukup, Jackie
Tisdall, Nina
Van Dentop, Wilma
Varns, Mary

HYDRAULICS

Cappel, Larry
Lee, Vince
Mettler, Kent
Oedekovan, Duane
Rumelhart, Roger

IND. PLASTICS

Harkless, Sharon
Herbst, Bob
Huwe, Tom
Jensen, Pam
Keller, Pam
Sailor, Tom
Winckler, Mary

MECHANICS

Brakke, Kim
Birney, Rex
Cole, Scott
Gunderson, Don
Goehring, Don
Jensen, Lynn
Lee, Sam
McKane, Gregg
Short, Jim
Smith, Ralph
Sternhagen, Mike
Westendorf, Randy
Wright, Dave

RETAILING

Brown, Kathy
Carr, Barbara
Fuehrer, Jackie
Jacobsen, Kathy
Novy, Diane
Sly, Rexanne

SECRETARIAL

Evans, Betty
Moller, Pam
Moore, Mary
Satterness, DeAnn
Turney, Rose
VanNoort, Norma

WELDING

Anderesh, Ed
Gayette, Andy
Hohn, Randy
Langbehn, Dennis
Middletent, Dave
Moore, Charles
Strong, Warren
Thaler, Tom
Tilton, Lynn

ASSIGNMENTS FOR FIFTH SESSION

ACCOUNTING

Carr, Barbara
Jacobsen, Kathy
Jons, Lorna
Rider, Lou Ann
Jensen, Pam
Sly, Rexanne

AUTO BODY

Brakke, Kim
Cappel, Larry
Gunderson, Don
Gayette, Andy
Lee, Sam
Mettler, Kent
Moore, Chuck
Moore, Mary
Oedekovan, Duane
McKane, Greg

BLDG. CONST.

Goehring, Gaylord
Huwe, Tom
Lee, Vince
Middletent, Dave
Jensen, Lynn
Sanders, Kris
Smith, Ralph

DATA PROC.

Brown, Kathy
Evans, Betty
Fuehrer, Jackie
Gill, Bob
Hohn, Randy
Novy, Diane
Noble, Laura
Malloy, Steve
Schuttleffel, Mike
Short, Jim
Slaba, Danny
Stein, Warren
Varns, Mary

DRAFTING

Anderesh, Ed
Everhart, Marla
Herbst, Bob
Jennings, Vicky
Shippen, Nila
Saterness, Dee Ann
Zimmerman, Larry

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HYDRAULICS

Birney, Rex
Goehring, Don
Hawkins, Ken
Sternhagen, Mike
Strong, Warren
Thaler, Tom
Westendorf, Randy
Wright, Dave

IND. PLASTICS

Bradner, Ron
Clark, Jerry
Cole, Scott
Lapour, Margaret
Moller, Pam
Namminga, Joanne
Peters, Mae
Langbehn, Dennis
Turney, Rose
Stephensen, Kathy
Vrchota, Irene

RETAILING

Blide, Bill
Determan, Gayle
Frink, Mary
Harkless, Sharon
Hughes, Sharon
Hunt, Debbie
Knutson, Roland
Rumelhart, Roger
Tilton, Lynn
VanNoort, Norma
Weisser, Lori
McClanahan, Teri

SECRETARIAL

Hertel, Delia
Keller, Pam
Tisdall, Nina
Van Dentop, Wilma
Winckler, Mary
Welch, Janice

ASSIGNMENTS FOR SIXTH SESSION

ACCOUNTING

Brown, Kathy
Fueher, Jackie
Hunt, Debbie
Hohn, Randy
Lee, Vince
Slaba, Dan

BUS. MACH.

Carr, Barbara
Jons, Lorna
Moller, Pam
Moore, Mary
Namminga, Joanne
Novy, Diane
Rumelhart, Roger
Rider, Lou Ann
Noble, Laura
Sly, Rexanne
Van Noort, Norma

CLERICAL

Evans, Betty
Frink, Mary
Shippen, Nila

DATA PROC.

Determan, Gayle
Jacobsen, Kathy
Jennings, Vicky
Lapour, Margaret
Satterness, Dee Ann
Sanders, Kris
Soukup, Jackie
Stephenson, Kathy
Tilton, Lynn
Turney, Rose
Weisser, Lori

ELECT. WIRING

Anderish, Ed
Goehring, Gaylord
Herbst, Bob
Huwe, Tom
Mettler, Kent
Middletent, Dave
Moore, Chuck
McKane, Gregg
Sternhagen, Mike
Strong, Warren
Thaler, Tom

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ELECTRONICS

Brakke, Kim
Bradner, Ron
Hughes, Sharon
Harkless, Sharon
Hertel, Delia
Lee, Sam
McClanahan, Teri
Westendorf, Randy
Zimmerman, Larry

FOUND. PAT. MK.

Clark, Jerry
Peters, Mae
Langbehn, Dennis
Schuttleffel, Mike
Vrchota, Irene
Welch, Janice

RETAILING

Everhart, Marla
Keller, Pam
Jensen, Pam
Malloy, Steve
Short, Jim
Van Dentop, Wilma
Varns, Mary
Winckler, Mary
Tisdall, Nina
Gayette, Andy

WELDING

Bide, Bill
Birney, Rex
Cappel, Larry
Gunderson, Don
Hawki, Ken
Knutson, Roland
Oedekoven, Duane
Jensen, Lynn
Smith, Ralph
Stein, Warren
Wright, Dave
Goehring, Don

FINAL INTEREST SESSION

ELECTRONICS	MECHANICS	INDUSTRIAL PLASTICS	HEALTH OCCUPATIONS
Hertel, Delia	Gayette, Andy	Blide, Bill	Determan, Gayle
Gill, Bob	Cole, Scott	Evans, Betty	Brown, Kathy
Lee, Sam	Cappel, Larry	Harkless, Sharon	Novy, Diane
Stein, Warren	Hawki, Ken	Lapour, Marge	Keller, Pam
Schutleffel, Mike	Brakke, Kim	Jensen, Pam	Rider, Lou Ann
Westendorf, Randy	Goehring, Don	Vrchota, Irene	Noble, Laura
Thaler, Tom	Middletent, Dave	Van Dentop, Wilma	Peters, Mae
Hughes, Sharon	Odekoven, Duane	Namminga, Joanne	Jons, Lorna
Sternhagen, Mike	Strong, Warren	Moller, Pam	Tisdall, Nina
	Smith, Ralph		Welch, Janice
	Short, Jim		Soukup, Jackie
	McKane, Greg		Weisser, Lori
			Stephenson, Kathy
			Varns, Mary
			Winckler, Mary
			Sly, Rexanne
			Shippen, Nila

RETAILING	ACCOUNTING	AUTO BODY	BLDG. CONST.
Everhart, Marla	Slaba, Danny	Zimmerman, Larry	Herbst, Bob
Fueher, Jackie	Van Noort, Norma	Andersh, Ed	Huwe, Tom
Bradner, Ron	Carr, Barbara	Sailor, Tom	
McClanahan, Teri	Hunt, Debbie	Gunderson, Don	
Rumelhart, Roger		Clark, Jerry	
Moore, Chuck		Goehring, Gaylord	
		Birney, Rex	
		Langbehn, Dennis	
		Jensen, Lynn	
		Knutson, Roland	
		Wright, Dave	

BUSINESS MACHINES CLERICAL SEC.	DATA PROCESSING	DRAFTING	DIESEL
Malloy, Steve	Hohn, Randy	Sanders, Kris	Lee, Vince
Jennings, Vickie	Turney, Rose		
Satterness, DeeAnn	Tilton, Lynn		
Frank, Mary			
Jacobsen, Kathy			
Moore, Mary			

APPENDIX J

STUDENT PARTICIPATION IN THREE-DAY EXPLORATORY SESSIONS

Appendix J

Student Participation in three-day Exploratory Sessions by Occupational Area

No. of Sessions Offered	Occupational Area	Number of Students M	F	T
4	Accounting	3	27	30
3	Auto Body	26	2	28
2	Aviation	7	3	10
2	Building Const.	10	1	11
3	Clerical	0	19	19
4	Data Processing	8	36	44
3	Diesel Mech.	18	0	18
4	Drafting	6	2	8
2	Electrical Wiring	18	0	18
4	Electronics	15	0	15
1	Foundry & Pat. Mkg.	2	5	7
2	Food Service	3	21	24
3	Health Occ.	0	24	24
2	Hydraulics	6	0	6
3	Industrial Plastics	4	8	12
3	Mechanics	34	1	35
3	Machine Tool	16	0	16
3	Retailing	5	13	18
3	Secretarial	0	28	28
3	Welding	23	0	23

APPENDIX K

GET ACQUAINTED SESSION

Get Acquainted Session

Two objectives of the S.T.O.P. program are to develop greater self awareness in the participants and to assist them in the development of appropriate social skills.

In a residential program such as S.T.O.P. there should be many opportunities for the participants to show concern for others and to participate in the give and take of human relations. Self understanding is also an objective which can best brought to fruition in the context of a group. One's basic understanding of self always develops partially out of feedback that one gets from social relationships.

The following values exercises were presented during the first orientation session in an attempt to facilitate the group movement toward meeting the above mentioned objectives:

The participants were first divided into small groups of eight students each. The facilitator then spoke to the group about the value of being positive in their attitude toward each other and themselves. General directions were then given regarding the conduct of the group activities that were to follow.

The first exercise consisted simply of each person taking one minute to introduce himself to the rest of the small group and tell something of his background.

In the second exercise the students were asked to search their memory for the most positive thing that happened to affect their life before the age of ten. Each person was then given one minute to relate this experience to the rest of the members of his small group.

The third exercise was similiar to the second except the students were asked to relate the most positive thing to affect their life after age 10.

For exercise number four brief definitions of "peak experience" was given to the group and the facilitator described a "peak experience" for clarification. Each person was then asked to relate to the other members of his small group any experience he may have had which he might consider a "peak experience".

The fifth activity involved a process of feedback from the group members to each individual in the group. To accomplish this each student was given a sheet of paper, blank except for the title "Design for Living" at the top of the page. Each person in turn handed his paper to every other member of his small group who wrote down two or three words on the paper and then verbally explained how those words described the person whose paper was being circulated.

The participants in each small group started the exercises with the usual reluctance and uneasiness. This atmosphere soon changed to one of serious listening and expression. Close observation revealed that nearly all participants were fully involved with the other members of their group in a very short time.

After the formal ending of the session many participants left the hall with newly discovered friends and small groups continued to form, break, and reform easily for the next few days.

APPENDIX L

FIELD TRIPS

MINNEAPOLIS FIELD TRIP - JUNE 28 & 29, Wednesday & Thursday

Bus One

12:45	General Mills, Inc.--Betty Crocker Kitchens 9200 Wayzata Boulevard Dee Young 540-2526
2:30	Prudential Insurance Company 3701 Wayzata Boulevard Ann Ghalager 374-8566
9:00	Northwestern Hospital Chicago Ave. & 27th St. Mrs. Gurgen 339-8414 Ext. 278
10:30	North Central Airlines--Computer Reservation Center Minneapolis-St. Paul International Airport Mr. Bob Hull

Bus Two

1:00	Midland Glass Company, Inc. Highway 101, Shakopee, Minnesota Mr. Frank Reid 445-5000 Ext. 60
3:00	Tonka Corporation 5300 Shoreline Boulevard, Mound, Minnesota Freda Paulson 472-8252
9:00	Northern States Power-Hydro Plant St. Anthony Falls Mr. Wachter (Miss McCabe 330-6382)
10:30	Whirlpool Corporation 850 Arcade, St. Paul Mr. Baskfield 776-8511

Bus Three

1:00	North Central Airlines--Overhaul & Maintainance Minneapolis-St. Paul International Airport Mr. Bob Hull
3:00	Theodore Hamm Company 720 Payne Avenue, St. Paul
9:00	Augusburg Publishing House 426 South Fifth Street Judy Thorkelson 332-4561
10:30	First National Bank of Minneapolis 120 South Sixth Street Mrs. Carmen Larson 370-4761

S. T. O. P. 1972

Sioux Falls Field Trip

June 14, 1972

	Group One	Group Two	Group Three
9:15	John Morrell & Company	Jordon Millwork	A. KELO B. All-American Transport Co.
10:30		Argus-Leader	A. All-American Transport Co. B. KELO
11:30	Dinner at Sherman Park and Great Plains Zoo		
1:00	Occidental Chemical	John Morrell & Company	Jordon Millwork
2:15	All-American Transport		Argus-Leader

Sioux City Field Trip

June 21, 1972

	Group One	Group Two	Group Three
9:00	Home Federal Savings and Loan Association	Northwestern Bell Telephone Company	Sioux City Stockyards
10:15	Hoerner Waldorf Corp.	Home Federal Savings and Loan Association	North American Manufacturing Company
11:30	Dinner		
1:00	North American Mfg. Co.	American Popcorn Co.	Northwestern Bell Telephone Co.
2:15	Air National Guard	Hoerner Waldorf Corp.	Kent Feeds

APPENDIX M

CERTIFICATE OF COMPLETION

Southern State College

Springfield, South Dakota

This Is To Certify That

_____

Has Participated In
Southern's Trajectory Occupational Program

June 14 - July 23, 1971

_____
President of the College

_____
Project Director

_____
Assistant Project Director

APPENDIX N

REPORT TO PARTICIPANTS' HIGH SCHOOL

UNIVERSITY OF SOUTH DAKOTA AT SPRINGFIELD
(Southern State College)
Southern's Trajectory Occupational Program

TO: Counselor or Advisor of _____

FROM: The counseling staff of the Southern Trajectory Occupational Program (S.T.O.P.)

RE: Final report to schools on S.T.O.P. participants.

The above named student has satisfactorily completed a six week period in our new and unique program. Each participant has been envolved in approximately 162 clock hours of instruction. This would seem to be more than enough time for those of you who indicated that you wish to give a high school credit to the students attending this program. The time and quality of instruction might also encourage many others to consider giving high school credit.

We have included in this summary a brief resume of the philosophy of the program, sessions in which the student participated, some comments pertinent to the students vocational choice, the ACT profile sheet and information on the type of students who participated in the program. We have not drawn many conclusions and we will not attempt to instruct you on how you should counsel the particular participant. Rather, we have passed along to you what the student has gone through this summer and some of his thoughts about the future. We encourage you to discuss these thoughts and the program with the student. It might be conducive to your student body to allow the participant to share his experiences and information with them.

PHILOSOPHY FOR
S.T.O.P.

All too often students graduate from high school having a totally unrealistic picture of what lies in store for them vocationally. They have come in contact with relatively few people and have a rather nebulous idea if any of the job market. They are quite often unaware of many occupations that exist and have an over simplified picture of those which they are somewhat aware. In spite of the fine job done by many teachers, counselors, and vocational advisors, students fail to see the relevance of much of the vocational information that is accessable to them.

It is the general objective of this program to aid the participant in achieving a more realistic awareness of the occupational market and possibilities he might have in it. It is also hoped that as a very important suppliment he will have achieved a number of meaningful personal encounters with his fellow participants.

In order to achieve this objective, a philosophy including the following precepts has been adopted:

1. Program activities should include active student participation.

2. The programs will place greater emphasis upon student information regarding the various occupations in the occupational area than upon skill development.

3. The activities should not be ridgidly structured--rather flexible as long as they are progressing toward and/or serving as a vehicle to the final goal.

4. A multi-media approach should be utilized in presenting the program.

5. Each program should relate closely to occupational life but not have occupational efficiency as the major goal.

6. Each program should provide opportunity for the learning needs of varing types of abilities and interests of students.

7. Program activities should show a correlation of classroom, shop, and laboratory instruction with work on the job.

8. Programs should be centered around the industrial and technical aspects of life today, and provide exploratory experiences which are helpful in a vocational choice.

9. To use the instruments and processes of an occupation to inspire and motivate prospective students.

10. Programs should give the student an opportunity to develop attitudes and interests toward certain vocational areas.

PARENTS OCCUPATIONS

5 have no father
1 has neither a father or mother

FATHER

38% farms (33)
mechanic (4)
salesman (3)
storemanager (3)
post office clerk (2)
rancher (2)
teacher (2)
carpenter (2)
retired
bus driver
fireman
printer
construction
cafe owner
maintenance
photogramph
sheet metal
cook
state highway worker
travel counselman
water commissioner
refrigerator tech.
highway engineer
auto dealer
welder
liquor store owner
barber
services business machines
railroad worker
works for N.W. Bell

MOTHER

57% housewife (50)
teacher (6)
nurse (4)
cook (3)
secretaries (3)
nurses aid (3)
seamstress (3)
beautician (2)
clerk-typist (2)
teachers' aid (2)
bank teller (2)
O.E.O.
waitress
librarian
farms
sells Avon
maid
bus driver
bookkeeper
telephone operator

PARTICIPANTS WORK EXPERIENCE

no experience (5)
farm work (25)
babysetting (7)
reporting
photography
cook
baking
retail
office work
manual labor
dishwasher (3)
service station att.
painter
mechanic (2)
custodial work (17)
car hop
waitress (12)
house cleaning (3)
nurses aid (3)
secretarial (6)
carpentry (2)
delivery boy
recreation work
trucking
paperboy (2)
usher (2)
NYC (3)
maid (2)
projectionist (2)
printing office (2)

ITED comp. mean: 16.7

ITED Comp. range: 8 to 33

ITED reading score: 15.3

GPA mean: 2.24

GPA range: 0.92 to 4.00

_____ has participated

in the six three-day sessions that are checked.

____Accounting	____Drafting	____Ind. Plastics
____Auto Body	____Diesel	____Machine Shop
____Aviation	____Elect. Wiring	____Mechanics
____Building Const.	____Electronics	____Nursing
____Business Machines	____Food Service	____Retailing
____Clerical	____Foundry & Pattern Mkg.	____Secretarial
____Data Processing	____Hydraulics & Pneumatics	____Welding

Area chosen for the five day interest session was:

_____

REMARKS:

_____

_____

_____

_____

_____

_____

_____

STUDENT REPORT (1971 FORM)

ACT CAREER PLANNING PROFILE

COLLEGE COPY

504-68-5401
MALE
05/11/54

FIELD OF STUDY	VOCATIONAL CHOICE	EDUCATIONAL ASPIRATION
MEDICAL TECHNOLOGY		GRAD. WORK

COLLEGE CODE	EDUCATIONAL LEVEL	TEST DATE
3926	HIGH SCHOOL JUNIOR	06/71

ENROLLMENT	
PART-TIME	FULL-TIME
	X

STUDENT ASKED FOR HELP WITH							
EMPLOY.	FIN. AID	HOUSING	MAJOR	STUDY	READING	MATH	TECH/MECH
X	X	X	X	X	X	X	X

TIME OF VOCATIONAL CHOICE	SURE ABOUT VOCATIONAL CHOICE?
10TH GRADE	FAIRLY SURE

THE INTERPRETATIVE MATERIAL ON THE REVERSE SIDE IS IDENTICAL TO THAT PROVIDED THE STUDENT ON HIS SCORE REPORT FORM. HE HAS BEEN ADVISED TO CONSULT HIS COUNSELOR OR ADVISOR FOR A MORE DETAILED EXPLANATION OF HIS SCORES. REFER TO THE CAREER PLANNING PROFILE HANDBOOK AND TECHNICAL SUPPLEMENT.

SELF ESTIMATES

	SELF RATING[1]
ACADEMIC MOTIVATION	AA
ADAPTABILITY	A
ARTISTIC ABILITY	AA
CLERICAL ABILITY	A
COMMON SENSE	AA
COPING ABILITY	A
ENGLISH ABILITY	A
GETTING ALONG WITH OTHERS	AA
LEARNING ABILITY	AA
LIKING SCHOOL	AA
MATHEMATICAL ABILITY	BA
MECHANICAL ABILITY	A
PHYSICAL ENERGY	A
SCIENTIFIC ABILITY	AA
SOCIAL SELF-CONFIDENCE	AA
WORK MOTIVATION	TT

[1] TT = TOP 10 PERCENT; AA = ABOVE AVERAGE, A = AVERAGE, BA = BELOW AVERAGE

SPECIAL COMPETENCIES

	NUMBER REPORTED[2]
SKILLED TRADES	FEW
SCIENCE	SOME
COMMUNITY SERVICE	SOME
HOME ECONOMICS	SOME
SPORTS	FEW
ART	SOME
BUSINESS	
CLERICAL	FEW
LEADERSHIP	SOME

[2] LABELS INCLUDE MANY, SOME, FEW, NONE

GOAL ORIENTATION

	SELF RATING[3]
COMMUNITY SERVICE	VI
FAMILY	VI
FINANCES	VI
JOB	VI
PERSONAL ADJUSTMENT	VI

[3] VI = VERY IMPORTANT, I = IMPORTANT, U = UNIMPORTANT, VU = VERY UNIMPORTANT

JOB VALUES

	SELF RATING[4]
CO-WORKERS	U
INDEPENDENCE	I
INTEREST	VI
JOB SECURITY	VI
PAY	VI
RESPONSIBILITY	VI

[4] VI = VERY IMPORTANT, I = IMPORTANT, U = UNIMPORTANT, VU = VERY UNIMPORTANT

WORK ORIENTATION

PAST WORK EXPERIENCE	
WORK PLANS	NONE

WORKING CONDITION PREFERENCES

	SELF RATING	
INDOOR		X OUTDOOR
WORK WITH OTHERS	X	WORK ALONE
VARIED WORK	X	ROUTINE WORK
PHYSICAL WORK	X	NONPHYSICAL WORK

VOCATIONAL INTEREST PROFILE

STANDARD SCORE	SCALE	INTEREST LEVEL	DISLIKE 1	2	NEUTRAL 3	LIKE 4	5
59	SCIENTIFIC	3.5			X	X	
62	HEALTH	4.1					X
59	ARTISTIC	3.6			X		
60	SOCIAL SERVICE	3.9				X	
57	BUS. CONTACT	3.4			X		
57	BUS. MANAGEMENT	3.5			X		
55	BUS. DETAIL	3.1			X		
56	HOUSEHOLD	3.5			X		
58	TECH-CARPENTRY	3.7			X		
54	TECH-MECHANICAL	3.3			X		
56	TECH-ELECTRICAL	3.5			X		
53	TECH-AGRICULTURE	3.2			X		

ABILITY MEASURES

STANDARD SCORE	SCALE	PERCENTILE RANK IN NATIONAL NORM GROUP[5]	1 10 20 30 40 50 60 70 80 90 99
34	MECHANICAL SKILLS	05	X
43	NONVERBAL REASONING	24	XXXXX
45	CLERICAL SKILLS	32	XXXXXX
47	NUMERICAL COMPUTATION	39	XXXXXXX
39	MATHEMATICAL REASONING	14	XXX
56	SPACE RELATIONS	73	XXXXXXXXXXXXX
50	READING SKILLS	49	XXXXXXXXX

[5] NORMS ARE BASED ON STUDENTS ENTERING POST HIGH SCHOOL VOCATIONAL AND TECHNICAL PROGRAMS

HIGH SCHOOL GRADES

ENGLISH	MATH	SOC. S.	NAT. SCI.	BUSINESS	VOCATION
B	D	B	B	B	C

THE AMERICAN COLLEGE TESTING PROGRAM
P.O. BOX 168
IOWA CITY, IOWA 52240

FILMED FROM BEST AVAILABLE COPY

INFORMATION TO HELP YOU UNDERSTAND YOUR CAREER PLANNING PROFILE REPORT

WHAT'S IN THIS REPORT? This report organizes and summarizes a wide variety of career-related personal characteristics. Many of these characteristics are relevant to the educational and vocational plans of almost everyone. As you read the descriptions that follow, think of how they relate to the career choices that lie ahead of you.

Your SELF-ESTIMATES might best be considered by noting the way certain scales go together for specific purposes. For example, important aspects of *Technical Ability* are covered by your self-estimates in the Mathematics, Mechanical, and Scientific areas; *Industriousness* is related to Work Motivation, Physical Energy, and Academic Motivation; and ability in the area of *Interpersonal Relations* involves your self-ratings on Getting Along with Others, Social Self-Confidence, and Common Sense. Different occupations involve various amounts of these important but difficult-to-measure characteristics. No doubt you and your counselor can think of other important combinations of your self-estimates.

Now, look at the SPECIAL COMPETENCIES section. This section covers important "can do" type skills seldom measured by tests. Note particularly your skills marked *many*. The number of items you checked in those areas exceeded the number checked by most of the students in the national norm group.

The sections labeled GOAL ORIENTATION and JOB VALUES will be helpful if you consider how well your occupational choices satisfy the goals and values you rated "important" and "very important". The WORKING CONDITION PREFERENCES section relates to general areas found in most jobs and occupations. The location of the "X" with respect to a particular working condition indicates the strength of your preference. The WORK ORIENTATION section is directed to the school to assist you in arranging a reasonable work-study load.

Your INTEREST LEVEL score under the VOCATIONAL INTEREST PROFILE section corresponds directly to how you responded to the questions related to each of the 12 scales. If you said you "liked" or "liked very much" most of the activities on a scale, your *interest level* will be on the "like" side (above 3.0). If you disliked most of the activities on a scale, your interest level will be low (below 3.0). Your STANDARD SCORES on the interest profile may be used to relate your interests to those of other students. For example, from *interest norms* available through your counselor you can see how your interest in the Business Contact area (or interests in any of the other 11 areas) compares with those of students entering business programs of study. Your counselor will also have interest (and ability) norms for several other vocational and technical programs. Remember, interest scores are more related to what you *"like to do"*, than what you *"can do"*.

Your ABILITY MEASURES are "can do" scores and should be examined in terms of their relationship to the kinds of skills and abilities required by your probable field of study and vocational choice. Keep in mind that your HIGH SCHOOL GRADES are also indicators of a special kind of ability. ABILITY MEASURES, together with HIGH SCHOOL GRADES, should assist you in deciding which courses of study will be relatively hard for you and which will be easier.

HOW ACCURATE IS THIS INFORMATION? Many indicators such as SELF-ESTIMATES, WORKING CONDITION PREFERENCES, and JOB VALUES are direct reports of your rating of yourself and are as accurate as your own self-evaluation. Other indicators must be reviewed in light of the measurement procedures that were used. After all, your ability and interest scores might have been different—if slightly different but equally relevant questions had been asked, or if you had written your responses on a different day. In addition, your interest in a given area of activities might change as a result of recent experiences you might have had. Therefore, you should consider your scale scores as estimates rather than precise measures. For example, your STANDARD SCORES can best be thought of as a band or range of scores approximately 10 standard score units wide (5 points above and 5 points below the score you obtained). Likewise, a band or range can be placed around your PERCENTILE RANKS. The percentile bands for your ability scores will vary in size depending on where you score—but the technical details are not important. What is important is that you realize that scores for *all* tests and surveys, including the Career Planning Profile, are estimates, not exact measures. Hence, it is important to consider your scores in the context of other kinds of information about yourself.

HOW SHOULD YOU USE THIS INFORMATION? The major value of this report will be in helping you to explore possible fields of study and to make career decisions. In exploring career choices, you will probably want to find areas where you are likely to obtain both success and satisfaction. Achieving success usually depends more on ability and motivation while satisfaction relates more to your interests, job values, goal orientation, and working condition preferences. You may want to draw upon the knowledge and experience of your parents, counselors, and instructors in order to help you relate your special interests, abilities, and aspirations to possible fields of study and occupations. For example, your counselor can provide you with information on vocational and technical programs and general descriptions of characteristics of students who enter these programs. You may also be able to visit institutions in your area and talk to friends and students enrolled in vocational programs. You must always remember, however, that the final and continuing decisions rest with *you*.